Diploma in Special Education (DISE) for
Allied Educators - Learning & Behavioural Support
[AED-LBS]

Practicum Handbook

February 2020

Psychology and Child & Human Development Academic Group
National Institute of Education
Nanyang Technological University
Singapore
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### GLOSSARY OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AED (LBS)</td>
<td>Allied Educator (Learning &amp; Behavioural Support)</td>
</tr>
<tr>
<td>AP-WS</td>
<td>Assessment of Performance in Withdrawal Session</td>
</tr>
<tr>
<td>AP-ICS</td>
<td>Assessment of Performance - In-Class Support Project</td>
</tr>
<tr>
<td>CCA</td>
<td>Co-Curricular Activities</td>
</tr>
<tr>
<td>CMT</td>
<td>Case Management Team</td>
</tr>
<tr>
<td>CT</td>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td>DISE</td>
<td>Diploma in Special Education</td>
</tr>
<tr>
<td>SC</td>
<td>School Counsellor</td>
</tr>
<tr>
<td>ICS</td>
<td>In-Class Support</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>LSC</td>
<td>Learning Support Coordinator</td>
</tr>
<tr>
<td>NIE</td>
<td>National Institute of Education</td>
</tr>
<tr>
<td>NIES</td>
<td>NIE Supervisor</td>
</tr>
<tr>
<td>SCM</td>
<td>School Coordinating Mentor</td>
</tr>
<tr>
<td>WS</td>
<td>Withdrawal Session</td>
</tr>
</tbody>
</table>
SECTION I: PRACTICUM FOR ALLIED EDUCATORS
(LEARNING & BEHAVIOURAL SUPPORT)

INTRODUCTION

The Practicum experience is designed to augment NIE course work and to provide Allied Educators (Learning & Behavioural Support) [AED (LBS)] with opportunities to practise the use of evidence-based strategies with students in the mainstream setting who may need additional academic and/or behavioural support. The ten-week practicum experience provides the opportunity for trainee AED (LBS) to develop and demonstrate their professional competence and understanding of their roles and to translate theories and examples into practice. They are guided and assisted by the Principals, School Coordinating Mentors (SCMs), and Cooperating Teachers (CTs) from schools as well as NIE Supervisors (NIES) through systematic observation, assistance, and advice.

PURPOSES OF THE PRACTICUM EXPERIENCE

The purposes of the school experience component are to provide opportunities for the trainee AED (LBS) to:

1. Broaden their experience, understanding and appreciation of the realities of teaching and learning in school and of the nature, needs and capacities of students with learning difficulties/disabilities within the inclusive schooling environment;

2. Put into practice the theories and principles of teaching and learning with students with learning difficulties/disabilities;

3. Foster an understanding and an appreciation of the role of an AED (LBS) within both the school and its community and develop the professional attitudes and qualities expected of the AED (LBS);

4. Enhance their capacity to construct, implement and evaluate Individualized Education Plans (IEPs) in response to the needs, interests, and capacities of students with learning difficulties/disabilities;

5. Develop skills in professional decision-making and capacities for reflective learning as well as self-evaluation; and

6. Develop and put into practice effective intervention strategies and behaviour management skills.

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SUMMARY OF ACTIVITIES

During the course of the 10-weeks, AED (LBS) trainees will be engaged in a number of learning opportunities guided by CT and NIES. Figure 1 shows the timeline of activities, summarized as follows:

- **Weeks 1-2**: Orientation and observation period. Trainees will gather more information on the three students who will be their focus of this practicum experience. The trainees will begin to gather information for the three students and identify students’ specific learning and instructional needs.

- **Weeks 3-10**: Conduct withdrawal sessions and provide in-class support. AED (LBS) trainee will be assessed on a total of 6 withdrawal sessions by the CT and/or NIES [i.e., 2 sessions jointly by CT and NIES; and 4 sessions independently by CT] and on trainee’s in-class support project.

Figure 1. Timeline of activities from 24 Feb 2020 - 08 May 2020

<table>
<thead>
<tr>
<th>W1</th>
<th>W2</th>
<th>W3</th>
<th>W4</th>
<th>W5</th>
<th>W6</th>
<th>W7</th>
<th>W8</th>
<th>W9</th>
<th>W10</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Feb</td>
<td>02 Mar</td>
<td>09 Mar</td>
<td>23 Mar</td>
<td>30 Mar</td>
<td>06 Apr</td>
<td>13 Apr</td>
<td>20 Apr</td>
<td>27 Apr</td>
<td>04 May</td>
</tr>
</tbody>
</table>

For CT
- Four observations of withdrawal sessions conducted *independently* by CT

For CT and NIES
- Two observations *jointly* by CT and NIES
- A review of in-class support project *jointly* by CT and NIES

For NIES
- School visits during Week 1 and Week 9 indicate practicum courtesy call and practicum evaluation meeting.
# TABLE OF TASKS FOR AED (LBS) PRACTICUM 2020

## 1-2 weeks prior to Practicum

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
</table>
| • Meet NIES for a Pre-practicum meeting to discuss expectations and timelines.  
• Contact school to check for reporting time. | • Familiarise with the P/SCM/CT’s Tasks & Responsibilities on pp.10-11 of this Practicum Handbook.  
• Select 3 case study students for trainee. | • Meet trainee for a Pre-practicum meeting to discuss expectations and timelines (see Appendix E).  
• Pay a courtesy call to the school to meet the school staff (i.e., Principal, SCM, CT) and provide an overview of forthcoming activities and important dates to remember. |

## Week 1 (24 Feb - 28 Feb)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
</table>
| • Meet with the P, SCM, CT and other personnel (e.g., class teachers, members in the School Case Management Team) who will be working with you.  
• Review all your practicum assignments and responsibilities with your CT.  
• Elicit ideas and feedback from CT on how you can collaborate with him/her during your practicum in the school.  
• Observe trained AED (LBS), if any, during withdrawal sessions (WS). Observe experienced teachers in class.  
• Complete reflection for Week 1 (see Appendix B-2)  
• Talk with your CT, SCM, LSC, SC, and/or other professionals (if needed) in your preparation of the **THREE Case Files** with the essential information; observe the three selected case study students and gather information. | • Work with the trainee to review all his/her practicum assignments and responsibilities.  
• Share with trainee relevant schemes of work, the background and philosophy of the school, resource materials available in the school and the individual/class assessment procedures to be used.  
• Discuss with the trainee how you can collaborate with him/her during his/her practicum in the school.  
• Decide on a schedule for trainee’s observation of AED (LBS)’s WS and experienced teachers in class.  
• Plan timetabling (i.e., 10-11h) for trainee to support the 3 case study students  
• Liaise with teachers to provide opportunities for the trainee to observe the three selected case study students to gather information. | Nil |
**Week 2 (2 Mar – 6 Mar)**

<table>
<thead>
<tr>
<th><strong>AED (LBS)</strong></th>
<th><strong>SCM/CT</strong></th>
<th><strong>NIES</strong></th>
</tr>
</thead>
</table>
| • Complete (i.e., WS & ICS) and submit your Timetable Form (see Appendix A-2) to the NIES.  
• Observe CT, LSC and/or a teacher at work.  
• Complete reflection for Week 2 (see Appendix B-3)  
• Continue gathering information on the three selected case study students. Prepare the Summary of Pupil’s Needs and Recommendations (see Appendix A-3) for the three cases and IEP (see Appendix A-4) for one of the cases. You may want to have a case conference with CT, LSC, SC, and/or other professionals to discuss about your three cases.  
• Discuss the nature and scope of ICS project with CT.  
• Schedule date/time for next week’s WS with CT and NIES. | • Finalise trainee’s timetable, and if needed, advise him/her in the preparation of three case files with the essential information. | • Receive Timetable Form from the trainee. |

**Week 3 (09 Mar – 13 Mar)**

<table>
<thead>
<tr>
<th><strong>AED (LBS)</strong></th>
<th><strong>SCM/CT</strong></th>
<th><strong>NIES</strong></th>
</tr>
</thead>
</table>
| • Plan and implement first WS and submit Session Plan (see Appendix A-5) at least 2 days prior to scheduled session to both CT and NIES.  
• Present ICS project for one case study student to CT and NIES.  
• Start to draft an IEP for one of the case study students with input from CT. | • Observe and evaluate the first formal WS, complete the AP-WS form (see Appendix A-5) and conduct post-WS conference jointly with NIES.  
• Give trainee needed advice and guidance on writing an IEP for one case study student. | • Observe and evaluate the first formal WS, complete the AP-WS form (see Appendix A-5) and conduct post-WS conference jointly with CT. |

**School Term Vacation (16-20 Mar 2020) – Mid-practicum seminar @ NIE (16 Mar)**

**Week 4 (23 Mar – 27 Mar)**

<table>
<thead>
<tr>
<th><strong>AED (LBS)</strong></th>
<th><strong>SCM/CT</strong></th>
<th><strong>NIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and implement second WS and submit Session Plan at least 2 days prior to scheduled session to CT.</td>
<td>• Observe and evaluate the second formal WS, complete the AP-WS form and conduct post-WS conference independently.</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### Week 5 (30 Mar – 3 Apr)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and implement third <strong>WS</strong> and submit Session Plan at least 2 days prior to scheduled session to CT.</td>
<td>• Observe and evaluate the third formal WS, complete the AP-WS form and conduct post-WS conference <strong>independently</strong>.</td>
<td>• Receive the Practicum Interim Report from the SCM and complete the report (see p. 46) after noting the comments of the report and from discussion with the SCM (i.e., confirm potential grade of distinction, fail, or not a concern).</td>
</tr>
<tr>
<td>• Read and sign the Practicum Interim Report (see Appendix D-1) completed by your CT. Address concerns with the CT, if any.</td>
<td>• Complete the Practicum Interim Report (Appendix D-1, pp. 44-45), and let the AED (LBS) write his/her comments and sign them. <strong>Address trainee’s needs and concerns</strong>, if any. SCM to email to the NIES. Keep the original report for submission later.</td>
<td>• <strong>Address trainee’s needs and concerns</strong>, if any.</td>
</tr>
<tr>
<td></td>
<td>• Identify potential distinction and fail case. Discuss and confirm with NIES on distinction and fail case.</td>
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</tbody>
</table>

### Week 6 (6 Apr – 10 Apr)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
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</thead>
<tbody>
<tr>
<td>• Plan and implement fourth <strong>WS</strong> and submit Session Plan at least 2 days prior to scheduled session to CT.</td>
<td>• Observe and evaluate the fourth formal WS, complete the AP-WS form and conduct post-WS conference <strong>independently</strong>.</td>
<td>• Send an email of the names of potential Distinction/Fail cases to the Practicum Coordinator, provide a copy of trainee’s timetable and the interim report. If there are no such cases, email a NIL return.</td>
</tr>
<tr>
<td>• Work on completing the IEP.</td>
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</table>

### Week 7 (13 Apr – 17 Apr)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and implement fifth <strong>WS</strong> and submit Session Plan at least 2 days prior to scheduled session to CT.</td>
<td>• Observe and evaluate the fifth formal WS, complete the AP-WS form and conduct post-WS conference <strong>independently</strong>.</td>
<td>• AED (LBS) Practicum Coordinators will appoint moderators as needed.</td>
</tr>
<tr>
<td>• Schedule date/time for next week’s WS with CT and NIES. Plan a two hour session after post-WS conference for ICS project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete IEP for one student with input from IEP team and send to NIES by end of this week.</td>
<td></td>
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</table>
### Week 8 (20 Apr – 24 Apr)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and implement <a href="#">sixth WS</a> and submit Session Plan <em>(see Appendix A-5)</em> at least 2 days prior to scheduled session to both CT and NIES.</td>
<td>• Observe and evaluate the sixth formal WS, complete the AP-WS form and conduct post-WS conference jointly with NIES.</td>
<td>• Provide feedback on IEP during post-WS meeting.</td>
</tr>
<tr>
<td>• Set aside time to receive feedback on IEP during post-WS meeting.</td>
<td>• Provide feedback on ICS project.</td>
<td>• Provide feedback on ICS project.</td>
</tr>
<tr>
<td>• Post-WS meeting with CT and NIES, followed by trainee presenting results/outcomes of ICS project.</td>
<td></td>
<td>• Schedule practicum summative evaluation meeting with P, SCM, and CT in Week 9.</td>
</tr>
</tbody>
</table>

### Week 9 (27 Apr – 1 May)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check your practicum file. Ensure that all the necessary documents are properly recorded and filed for the THREE cases.</td>
<td>• Review trainee AED (LBS)’s portfolio and use checklist <em>(see Appendix A-1)</em> to write remarks (if any).</td>
<td>• Meet Principal, SCM, and CT to determine <a href="#">FINAL</a> grade to be awarded to trainee AED (LBS). Complete the Summative Report-Part 2 <em>(see Appendix D-3)</em> in consultation with the Principal, SCM and CT.</td>
</tr>
<tr>
<td>• CT will complete Section A of the Summative Report-Part 1 <em>(see Appendix D-2)</em>.</td>
<td>• The SCM and the Principal will complete Sections B and C of the Summative Report Part 1 respectively.</td>
<td>• Collect all the original practicum related forms for submission to the AED (LBS) Practicum Coordinators.</td>
</tr>
<tr>
<td>• Meet with the rest of the school team and the NIES to discuss and finalise the trainee’s assessment outcome.</td>
<td></td>
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</table>

### Week 10 (4 May – 8 May)

<table>
<thead>
<tr>
<th>AED (LBS)</th>
<th>SCM/CT</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Return all school materials.</td>
<td></td>
<td>• Submit all practicum related forms and documents with summative reports to NIE Practicum Coordinators.</td>
</tr>
<tr>
<td>• Leave behind detailed case notes for students who may need follow-up by the school.</td>
<td></td>
<td>• Meet trainee for Post-practicum debrief <em>(see Appendix E)</em>.</td>
</tr>
<tr>
<td>• Meet NIES for Post-practicum debrief.</td>
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<td></td>
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SECTION II: ROLES AND RESPONSIBILITIES

1) AED (LBS)’S TASKS AND RESPONSIBILITIES

The practicum experience will be completed in one setting, that is, the mainstream school, where a trainee AED (LBS) will be placed during the entire 10-week period. During this period, the trainee AED (LBS) must be aware of his/her tasks in school which are to:

- Provide withdrawal support and specialized remediation to students identified with learning and behavioural difficulties;
- Provide in-class support for students on their caseload, for example:
  i. helping the student to follow classroom routines;
  ii. assisting the student to understand lesson content using various means (e.g., visual aids, and to complete work assigned);
  iii. reminding and prompting the student to stay on-task, pay attention to teachers and participate in classroom activities; and
  iv. monitoring the use of study strategies and self-regulatory strategies which are taught during withdrawal support
- Consult with teachers and parents to facilitate better understanding of the students’ needs and how to support them;
- Provide skills training for students (e.g., organizational skills, study skills, social skills, managing anger);
- Provide peer training and support (e.g., peer-tutoring, setting up circles of friends);
- Give feedback to teachers and parents on the needs and progress of the students; and
- Collaborate with external professionals/agencies supporting the students with special needs, with guidance and support from the cooperating teacher.

The trainee AED (LBS) will be assessed on his/her ability to manage student cases. For the purpose of the practicum, the trainee AED (LBS) will be given a caseload of 3 students with special needs. The trainee is required to maintain folders for each of the students that include: summary templates, session plans, reports, conference logs, in-class support work samples and intervention plans, relevant data collected on students, and any prior Individualized Education Plans (IEPs).
The following are trainee’s responsibilities:

1. Provide the Cooperating Teacher (CT)/NIE Supervisor (NIES) with copies of the AP-WS forms *(APPENDIX C-1)* to use for session observations. Trainees should keep a copy of the complete forms in their practicum portfolio. The original copy should be submitted to the CT/NIES after each observation.

2. Complete the Timetable Form *(see APPENDIX A-2)* and submit to the NIES **before the end of the second week.** Any changes in the school/class schedule should be made known to NIES and school personnel affected prior to the day.

3. Attend school regularly. School personnel and NIES **must** be notified about the absence of the trainee AED (LBS), on the day of absence and a copy of the Medical Certificate (MC) must be submitted to the school the following day. **The image of MC is to be uploaded through the NIE Portal within seven (7) days from the date of issue.** Check NIE Portal (Services > Student Services > Submission of Medical Certificates) for more details on procedures for MC Submission.

4. Submit detailed withdrawal session plans *(see APPENDIX A-5)* to NIES and CT **at least two days prior to the lesson.**

5. Maintain close contact with the SCM, CT and NIES over dates and times of visits and any problems which may arise.
2) CONTENT OF PRACTICUM PORTFOLIO

Maintain a detailed Practicum Portfolio as outlined in Table 1.

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>Include a table of contents at the beginning of the portfolio and use page dividers to clearly separate different sections of the portfolio.</td>
</tr>
<tr>
<td>Timetable</td>
<td>Timetable provides details on the trainee’s workload responsibilities for both withdrawal and in-class support sessions with assigned students.</td>
</tr>
<tr>
<td>School-related information</td>
<td>General information on the school operations pertinent to the 10-week practicum experience should be included in this section. Examples include: copies of the school calendar and CCA schedule, background information on the special nature of the school, its clientele, association or society, guidelines on school procedures and administration, and a copy of the school rules.</td>
</tr>
<tr>
<td>Case files</td>
<td>Include case files for each of the THREE students. Any data collected or gathered for each of these students should be included in this section along with the Summary of Pupil’s Needs and Recommendation, behaviour intervention plans, and IEPs (if applicable).</td>
</tr>
<tr>
<td>Log of in-class support</td>
<td>Maintain a log of in-class support activities for each of the three students. Provide a short description for each session.</td>
</tr>
<tr>
<td>Session Plans</td>
<td>Include a copy of each of the session plans written for the three students. Any supporting materials, worksheets, student samples should also be included.</td>
</tr>
<tr>
<td>Completed sessions evaluations</td>
<td>After each post-session conference with CT/NIES, trainee will file a copy of the AP-WS form after writing comments and reflecting on the lesson. The original copies will be kept by the SCM/CT.</td>
</tr>
<tr>
<td>In-class support Project</td>
<td>Include information on the in-class support project, data collected, work samples, and supporting information. Include a copy of the AP-ICS form following evaluation of the ICS project by the NIES and CT.</td>
</tr>
<tr>
<td>Communication log</td>
<td>A record conference or phone calls with teachers, parents, students, professionals (e.g., therapists, psychologists, counsellors etc.) and/or external agencies should be maintained. Each of these entries should include the date, time, purpose of the meeting/call, outcome, and follow-up.</td>
</tr>
</tbody>
</table>
3) SCHOOL COORDINATING MENTOR, COOPERATING TEACHER AND NIE SUPERVISOR’S TASKS AND RESPONSIBILITIES

The School Coordinating Mentor (SCM), Cooperating Teacher (CT) and NIE Supervisor (NIES) are vitally important to NIE’s school practicum programme. Their professional guidance and support are central to the trainee AED (LBS)’s initial professional growth and development. A significant factor in the success of a trainee’s supervised practicum experience is the kind of professional relationship established among the SCM, the CT and the NIES that includes open communication and honesty with one another.

The **Appointed CT** for the trainee AED (LBS) during the Practicum will be:

1. An experienced AED (LBS) who has **at least three years of service in school** and good performance.
   
   OR

2. A Senior teacher, Year Head, Department Head (HOD), who has experience supporting children with special needs and works closely with the AED (LBS).

The **Appointed SCM** for the trainee AED (LBS) during the Practicum will be:

1. A person who is of higher rank than the CT; and is

2. (i) A Senior Teacher, Year Head, Department Head (HOD), who has experience supporting children with special needs and works closely with the AED (LBS).
   
   OR

   (ii) A VP who is overseeing support for students with special needs in the school.

**School Coordinating Mentor will:**

1. Be overall in charge of practicum-related matters in school.
2. Conduct briefing for induction of trainee AED (LBS) (e.g., familiarize the trainee with the school’s background and philosophy, school personnel and available resource).
3. Oversee work of CT and trainee AED (LBS).
4. Facilitate observation of experienced, proficient educators especially where appropriate for the trainee AED (LBS)’s development.
5. Perform a mentoring role for trainee AED (LBS) (e.g., provide counsel and guidance to the trainee to develop professionally).
6. Have regular discussions with NIES on the trainee AED (LBS)’s attitude, performance and progress so that, where applicable, extra guidance can be provided. Work closely with NIES to ensure that the procedures and criteria for practicum supervision and assessment are in accordance with the guidelines established by NIE.
7. Notify NIESs in the event of potential distinction or fail case by the deadline given in the SCM/CT schedule.

8. Evaluate trainee AED (LBS)’s practicum performance with CT. Determine the tentative final grade for practicum which will be negotiated between the Principal/SCM/CT and the NIES during the final evaluation meeting.

Cooperating Teacher will:

1. Select 3 new (if possible) students varying in disability, diagnosis, and learning needs, to provide trainee with a range of experience.

2. Allocate the timetable according to the guidelines given:
   a. The official hours during Practicum are between **6 to 7 hours each school day**, including a one hour lunch and/or recess breaks. Schools may decide the start and end times which include the specified hours (e.g., 9 a.m. to 4 p.m.; 7.30 a.m. to 2.30 p.m.).
   b. Within the **30-35 hour work week**, the trainee AED (LBS) will be allocated contact time with the students they are supporting in both withdrawal and in-class support setting. This should amount to about **10 -11 hours** (e.g., 20-22 periods for 30 minute per period lessons).
   c. AED (LBS) should not be given relief teaching duties.
   d. The allocation of ICS periods for the AED (LBS) can be between 3-5 periods per week for 3 students; however, more periods may be allocated depending on the needs of each student. The rest of the periods are withdrawal support individually or in small groups of no more than 3 students.

3. Provide useful information on the special learning and physical or sensory characteristics and the case histories/family backgrounds of students assigned to the trainee’s caseload.

4. Provide the trainee AED (LBS) with details concerning teaching areas, timetable, scheme of work, classroom/school routines to be followed, and the individual/class assessment procedures to be used.

5. Give guidance in withdrawal session preparation, learning support in the classroom, and management of students for effective learning.

6. Occasionally be observed by the trainee AED (LBS) when teaching. This enables the trainee AED (LBS) to learn from a successful teaching style and more importantly to observe the student(s) in the classroom.

7. Determine what duties or responsibilities will be expected of a trainee beyond teaching.

8. Monitor the progress of the trainee AED (LBS) through discussions and personal observations of his/her teaching (in withdrawal setting/in-class support) and review trainee’s Practicum Portfolio periodically.

9. Provide feedback to the trainee AED (LBS) by identifying areas of strength, aspects that need to be improved or alternative approaches to be adopted. Keep written records of discussions as support documents, whether done via email or verbal discussion, when the need arises (e.g., a potential fail case).

10. Support and advise trainee AED (LBS) on professional matters whether these arise from overall classroom management concerns or from problems and issues deriving from broader contexts originating beyond the classroom (e.g., parent consultancy or communication with other professionals).
Nanyang Technological University
National Institute of Education

NIE Supervisor:

The NIE Supervisor (NIES) assumes the major responsibility for the general welfare of the trainee AED (LBS) and serves as the liaison between NIE and the school to which the trainee AED (LBS) is assigned for practicum. The NIES works closely with all parties, including the trainee AED (LBS) and the school to ensure that the interests and expectations of each are being satisfied.

NIES are vitally important to NIE’s school-based practicum programme. The specific responsibilities include, to:

- Assist the trainee AED (LBS) in preparing for the practicum experience by communicating NIE’s expectations (e.g., plans for all withdrawal and in-class support sessions, positive work attitude, professional conduct, working with SCM/CT and other members of staff).
- Ensure trainee AED (LBS) settles into his/her roles and responsibilities, and help the trainee in his/her professional preparation prior to the student teaching assignment.
- Guide/instruct the trainee AED (LBS) in classroom teaching and management by providing constructive feedback after session observations, identifying strengths and areas for improvements, and providing suggestions for change. Provide feedback on IEP.
- Serve as a counsellor to and advise the trainee AED (LBS) concerning professional matters; help the trainee AED (LBS) maintain a professional attitude towards teaching and the school community, and be an advocate for the trainee.
- Assess the trainee AED (LBS)’s performance towards the end of the practicum and prepare a formative/summative report on the trainee AED (LBS).
- Seek ways to bring about cooperative and collaborative relationships between NIE and the school. NIES are encouraged to:
  - Acquaint the cooperating school personnel with the objectives and policies of the AED (LBS) practicum structure, procedures and requirements as stated in this manual and ensure that these are followed closely;
  - Provide materials that will help the SCM and CT become acquainted with their assigned trainee AED (LBS) and with their responsibilities for the trainee AED (LBS);
  - Consult with the SCM and CT of the school concerning the trainee AED (LBS)’s performance, inform the DISE Practicum Coordinators/Practicum Office of trainee AED (LBS)’s serious problems and/or questionable progress;
  - Inform DISE Practicum Coordinator of the need for moderation of possible DISTINCTION or FAIL cases, and provide a copy of the trainee’s timetable to pass on to the moderator.
- Collate all original documentation of the practicum experience (i.e., AP-WS forms, AP-ICS form, Interim Report, and Summative Reports) from the school and submit the documents to the Practicum Coordinator within the deadline indicated in the NIES schedule.
SECTION III: ASSESSMENT OF PRACTICUM EXPERIENCE

The Practicum at NIE is based on focused supervision, and the provision of both formative and summative assessment to provide trainee AED (LBS) with a clear idea of their strengths and weaknesses over the course of their practicum experience. This idea of developmental supervision is at the centre of Practicum. The aim is to provide trainee AED (LBS) with a clear and accurate account of the lesson under observation, and provide the scaffolding needed to conduct a successful session with the pupils receiving the service.

The following guidelines may be useful in deciding how to organise lesson observations:

1. As lessons in Singapore classrooms are typically only 30 minutes (primary) or 35/40 minutes (secondary) in length, a useful guide would be to plan and observe double period lessons where possible;

2. NIES should plan visits in advance with the trainee AED (LBS) and the CT, and ask the trainee to inform the school office of NIES’ visits;

3. The NIES meets the trainee AED (LBS) at the office, where it is customary to greet the principal or vice-principal;

4. In the classroom, the trainee AED (LBS) may introduce NIES/CT to the class and arrange a chair and desk (usually at the back of the room) for observation; and

5. At the end of the lesson, it is customary for the trainee AED (LBS) to thank the NIES/CT for attending the lesson.

1. THE LESSON OBSERVATION--FEEDBACK CYCLE

Whenever possible, it is highly desirable that the supervision process involves three phases:

A. Pre-Observation Conference
B. Session Observation and Comment
C. Post-Observation Discussion

A. The Pre-Session Conference

The Pre-Observation Conference is a desirable component of Practicum to be accomplished wherever possible as an aid to the trainee AED (LBS) in the planning stage, rather than expecting him/her to rely solely on feedback that is *ex post facto*. During the discussion, the trainee AED (LBS) attention should be directed to specific weaknesses or areas of need in his/her session planning, and if necessary, suggest modifications and/or supplementary materials that can be included. Practical matters such as the timing of the visits, difficulties with the trainee AED (LBS)'s Portfolio, problems with particular pupils whom the trainee AED (LBS) wishes the supervisor to observe and comment on, can be dealt with at this time.

This discussion is best held a day or two before the session observation so that there will be time for the trainee to make the changes suggested. In exceptional circumstances where face-to-face meeting is not possible, a telephone conversation or even written comments on lesson plans could be substituted.
NOTE: It is the responsibility of each trainee AED (LBS) to initiate the pre-observation conference and ensure that his/her withdrawal session plan is discussed prior to the session. A trainee AED (LBS) may NOT carry out a session that has not been pre-approved by his/her CT/NIES.

B. Session Observation and Comment

The NIES and CT are required to complete the “Assessment of Performance in Withdrawal Session” (AP-WS) form after each observation. Observation includes both the focused and systematic viewing and recording of the trainee’s classroom behaviour. The data collected during each observation should show trainee’s strengths as well as the areas for improvement.

C. Post-Observation Discussion

Immediately following the observation, a post-observation briefing needs to be scheduled for observers to provide constructive feedback to the trainee and for trainee to reflect on the session. Alignment of session objectives and specific details of skill development and presentation should be discussed at this time. The CT and/or NIES will explain the formative comments and clarify the reasons for making them. One copy of the completed AP-WS form should be retained by the trainee AED (LBS) in his/her practicum file and the original kept by the SCM/CT and NIES for their records, to be used later in completing the summative reports.

2. AREAS OF ASSESSMENT

There are three areas of assessment for the AED (LBS) practicum:

A. Session Observations. Each trainee will be assessed on a minimum of 6 withdrawal sessions by the NIES and CT during the 10-week practicum experience. The NIES and CT rate each of the processes as completed by the trainee during the session. Once the trainee has had the opportunity to provide a self-evaluation on the session during the post-session meeting, the NIES and/or CT assign an overall rating for the session. Trainees who receive an overall rating of Acceptable or Emerging are required to show a gradual improvement in consequent sessions.

B. In-class support (ICS) project. Trainees AED (LBS)s are required to complete a data-based in-class support project spanning a period of 6-weeks. The specific goals and procedures for this project will be decided in collaboration with the CT and/or the mainstream teacher, taking in consideration the student’s individual needs to succeed in the mainstream classroom. This is a developmental project with the aim of matching the intervention to student’s needs and using assessment data to inform decisions on effectiveness of the intervention. See Appendix A-7 for more details and explanation of this project.
C. Professional attitude and disposition. In addition to skill-based knowledge demonstrated during this practicum, a trainee AED (LBS) is required to demonstrate professionalism and positive attitude as an allied educator. The CT will assess trainee AED (LBS) on a list of attributes as shown in the Professional Attributes and Work Ethic Checklist (see Appendix D-1) of the Interim Report. CT will also provide trainee with feedback on his/her professional attitude and work ethic. A trainee can fail his/her practicum experience solely based poor performance on professional attitude and work ethic. In such a case, the CT is required to maintain a record of (a) time and description of instances when the trainee has failed to exhibit the desired attributes, and (b) date and time of formal meeting with trainee to discuss concerns with professional attitude and work ethic.

3. PRACTICUM REQUIREMENTS

The minimum requirements to be completed by the trainee AED (LBS) during the practicum experience include:

- Three Summary of Pupil’s Needs and Recommendations, one for each student assigned to trainee’s caseload;
- Six graded withdrawal sessions as evaluated by the CT/NIES;
- One graded in-class support project that is data-driven and completed in close collaboration with CT/NIES;
- One IEP completed for one of the students on trainee’s caseload;
- A portfolio containing records, reports, and assessments forms (see Table 1 for information on contents of portfolio).

4. INTERIM REPORT FOR PRACTICUM

A Practicum Interim Report (see Appendix D-1) on the trainee AED (LBS) will be completed on the fifth week by the CT to provide a status update on trainee’s performance. The contents of the report will be shared with the trainee. In addition, SCM/CT and NIES will highlight potential DISTINCTION/FAIL cases (where applicable) to the Practicum Coordinator before moderation deadline.

By the interim report, if SCM/CT/NIES suspect that a trainee’s attitude and work ethic is a reason for concern and is impeding his/her overall performance as an allied educator, a formal (documented) meeting needs to be conducted to address the specific concerns. A trainee AED (LBS) can FAIL the practicum experience based solely on poor attitude and work ethic, especially when no changes have been made to address the concerns raised by SCM/CT/ NIES.
SECTION IV: MODERATION PROCEDURES FOR THE PRACTICUM EXPERIENCE

Moderation of all potential DISTINCTION and FAIL cases is an NIE examination procedure to maintain quality control and must be adhered to. A potential DISTINCTION or FAIL case is identified either by the school and/or the NIES based on the trainee’s measurable assessment of performance and professional attitude. A decision is made based on an observation of the trainee’s withdrawal session by an NIE moderator and review of trainee’s overall performance during the practicum period.

A potential DISTINCTION trainee is one who is always above average in most of the following areas:
- demonstrates competencies in instructional planning, setting up for instruction, implementation of plan, skill instruction, and depth in evaluation and self-reflection of performance,
- is highly conscientious and diligent,
- has a very positive professional attitude,
- works well with colleagues and students,
- is receptive to advice and willing to share,
- goes beyond the call of duty to help students under their care,
- volunteers to help in school functions.

A potential FAIL trainee is one who is generally below average in most of the following areas:
- demonstrates competencies at a beginner level through the duration of the practicum, or shows limited improvement despite feedback provided by CT/SCM/NIES,
- professional attitude
  - does not prepare adequately for instruction (e.g., persistently vague instructional plans),
  - is not responsive to advice given by CT/SCM/NIES,
  - makes little effort to reflect or improve practice,
  - behaves in a way that is unbecoming of an individual in the educational profession.

Procedures for moderation require the NIE moderator to:
- a) observe a withdrawal session unannounced and provide feedback to the trainee, without revealing the grade,
- b) check the trainee’s practicum portfolio,
- c) provide the school and NIES with his/her assessment of the trainee’s performance based on the listed competencies in the AP-WS form,
- d) discuss with the school personnel (principal, SCM, CT) with regard to the trainee’s professional attitude,
- e) recommend a grade based on the withdrawal session observed and a discussion with the trainee and school personnel on trainee’s professional attitude,
- f) submit a completed AP-WS Form (see Appendix C-1) and/or additional report to the NIES soon after completing the observation.

The moderator’s report serves to provide additional input for the final allocation of grade which will be decided during the Final Assessment Meeting between the school personnel (principal, SCM, CT) and the NIES, chaired by the principal.
SECTION V: FINAL EVALUATION AND CLOSURE
(To be completed by the CT and SCM)

This stage of the final evaluation and closure takes place usually during the ninth week of the practicum experience. Direct interaction with the trainee AED (LBS) and formal session observations will serve as the basis for tentative judgement about trainee’s overall performance as an AED (LBS).

1) WHAT CT MUST DO FOR THE FINAL EVALUATION

There are three important objectives at this final stage:

1. To **make a final decision** about the trainee AED (LBS)’s **overall** performance and arrive at a final grading together with the SCM (i.e., Distinction / Credit / Pass / Fail);

2. To **submit a written report** on the trainee AED (LBS)’s **overall** performance during the practicum; and

3. To **give feedback** to the trainee AED (LBS) on his/her **overall** performance without revealing the final grade. The trainee will be informed of his/her final grade at the end of NIE’s grading period.

2) HOW TO WRITE THE FINAL REPORT

The final report should be completed using the **Practicum Summative Reports** *(see APPENDIX D-2 to D-3)* provided by NIE. Look through the forms and make sure that you understand what each item means. The emphasis at this stage is on an evaluation of the trainee AED (LBS)’s **overall performance** and the trainee AED (LBS)’s **potential for development** in the profession.

The CT will need to **gather together and review all the information collected** over the practicum period which include:

- a. Formative AP-WS (i.e., six in total) and AP-ICS (i.e., one in total) forms completed by CTs and the NIES;
- b. Written records of discussions between CTs and the trainee AED (LBS);
- c. The trainee AED (LBS)’s session plans, teaching materials and resources (i.e., the trainee AED (LBS)’s Portfolio).

After reviewing all the above documents, the CT will need to give a final, summative “grade” for each of the processes. There is no formula for this purpose. Try to discern a trend and record a grade for each process which you believe most accurately depicts that trend and is a true reflection of the progress made. This may mean that a single bad lesson may have to be treated as an aberration.
The table below provides a **guideline** to the relationship between the grades obtained for the processes in the summative report form and the final **overall** grade that the trainee AED (LBS) would receive:

<table>
<thead>
<tr>
<th>Grade descriptor in Summative report completed by CT</th>
<th>Suggested overall Practicum grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rated mostly “Exemplary” and some “Proficient” for processes 1-6, and “Excellent/Good” for process 7.</td>
<td>Potential DISTINCTION. Will have to be moderated. Refer to previous section on “Moderation Procedures for Practicum”.</td>
</tr>
<tr>
<td>Rated mostly “Proficient” and a mix of “Exemplary” and/or “Acceptable” for processes 1-6, and “Excellent/Good” for process 7.</td>
<td>Potential CREDIT.</td>
</tr>
<tr>
<td>Rated minimally “Acceptable” for all the processes 1-6 and no lower than “Acceptable” for process 7.</td>
<td>Potential PASS.</td>
</tr>
<tr>
<td>Rated as “Emerging” competence for any of the processes 1-6 or “Unacceptable” for the attributes/attitudes in process 7.</td>
<td>Potential FAIL. Will have to be moderated. Refer to previous section on “Moderation Procedures for Practicum”.</td>
</tr>
</tbody>
</table>

Some general tips and guidelines:

✔ **Discuss the trainee AED (LBS)’s progress with the SCM (and the NIES, if necessary).** This is useful for all parties and will assist in giving more constructive feedback to the trainee AED (LBS). Close and frequent discussions among the NIES, SCM, CTs, and trainee AED (LBS) throughout the practicum period will make the final evaluation easier.

✔ **Have a discussion with the trainee AED (LBS) before writing the report.** This is not merely a courteous gesture. It will help the trainee AED (LBS) understand the final evaluation better and the CT can use this opportunity to give feedback on performance and to get the trainee AED (LBS)’s opinions on the observations about him/her. This will prevent misunderstanding or conflict of opinion that may arise later. *(However, do not reveal the final grade as it is confidential and is not confirmed until it is approved by NIE’s Board of Examiners.)*

✔ **Consider the trainee AED (LBS)’s general progress from the initial stages to this final stage and make notes on developments.**

✔ **Look ahead** and consider the trainee AED (LBS)’s potential for future development.
3) COMMUNICATING FEEDBACK ON OVERALL PERFORMANCE TO THE TRAINEE AED (LBS)

The final evaluation and closure is most important to the trainee AED (LBS). All trainee AED (LBS) appreciate some form of feedback on their performance. In addition, giving detailed feedback helps the trainee AED (LBS) improve as it encourages self-analysis. An atmosphere of mutual respect and trust based on a record of frank discussions will achieve this. Please deal with this feedback task sensitively.

Points to remember when discussing the trainee AED (LBS)’s performance:

1. **Choose a suitable time and place** to give the feedback. Avoid a busy day and seek a quiet place with few distractions.

2. **Listen to the trainee AED (LBS)’s views.** Always start by complimenting achievements before going to the shortcomings. Please note that the shortcomings should not come as a surprise to the AED (LBS). This is going with the assumption that you have been providing on-going feedback to the trainee.

3. Try to **be objective** in your comments.

4. Similarly, concentrate on the problem or performance, **not on the personality**.

5. Give views particularly on standards of **accomplishments** and **areas for improvement**.

6. **Invite suggestions** for alternative courses of action where objectives/ criteria were not met.

7. **Do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examiners.**
SECTION VI: ADMINISTRATIVE PROCEDURES

Below is a list of key personnel to contact should there be a need to reach anyone of them:

<table>
<thead>
<tr>
<th>AED (LBS) Programme &amp; Practicum matters</th>
<th>AED (LBS) Programme &amp; Practicum matters</th>
<th>Administrative matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Elizabeth Ow Yeong</td>
<td>Dr Loh Pek Ru</td>
<td>Ms Janice Yeo</td>
</tr>
<tr>
<td>DISE - AED (LBS) Coordinator</td>
<td>DISE - AED (LBS) Coordinator</td>
<td>DISE - AED (LBS) Coordinator</td>
</tr>
<tr>
<td>Psychology and Child &amp; Human Development (PCHD) Academic Group</td>
<td>Psychology and Child &amp; Human Development (PCHD) Academic Group</td>
<td>Psychology and Child &amp; Human Development (PCHD) Academic Group</td>
</tr>
<tr>
<td>1 Nanyang Walk Singapore 637616</td>
<td>1 Nanyang Walk Singapore 637616</td>
<td>1 Nanyang Walk Singapore 637616</td>
</tr>
<tr>
<td>Office: NIE2-03-73A</td>
<td>Office: NIE2-03-112C</td>
<td>Office: NIE2-03-112C</td>
</tr>
<tr>
<td>Tel: 6790 3200</td>
<td>Tel: 6219 6031</td>
<td>Tel: 6790 3311</td>
</tr>
<tr>
<td>Email: <a href="mailto:elizabeth.owyeong@nie.edu.sg">elizabeth.owyeong@nie.edu.sg</a></td>
<td>Email: <a href="mailto:pekru.loh@nie.edu.sg">pekru.loh@nie.edu.sg</a></td>
<td>Email: <a href="mailto:choonyan.yeo@nie.edu.sg">choonyan.yeo@nie.edu.sg</a></td>
</tr>
</tbody>
</table>

Submission of Practicum Reports

At the beginning of the Practicum, every CT is given a copy of the formative AP-WS form by their trainee AED (LBS) for use during the lesson observation. CTs can then photocopy as many as is needed. The original completed forms need to be submitted to NIE at the end of Practicum and a copy each should be given to the trainee AED (LBS) for inclusion in his/her Practicum File.

At the end of the Practicum, the CT is required to complete section A of the Practicum Summative Report (Part 1) first. The SCM and principal will then jointly complete section B. The AP-WS forms, AP-ICS form, Practicum Interim Report and the Summative Report (Part 1) should be submitted to the NIES at the Final Assessment Meeting chaired by the principal. The school representatives and the NIES collectively decide on the final overall grade in the Practicum Summative Report (Part 2) and the NIES writes his/her final report based on the school input. Please arrange the forms in the following order prior to submission:

1) Summative Report (Part 2)
2) Summative Report (Part 1)
3) Practicum Interim Report
4) Moderator’s Report (where applicable)
5) AP-WS – Total 6 forms (do not attach the session plans)
6) AP-ICS – Total 1 form

If the school missed handing the reports to the NIES at the assessment meeting, they must be submitted by the deadline* stated in the SCM/CTs SCHEDULE FOR DISE [AED (LBS)] to:

Practicum Office
National Institute of Education
1 Nanyang Walk
Singapore 637616

* If the originals cannot reach Practicum Office by the deadline, then email the documents to the NIES by the deadline and send the originals in by mail soon after.
APPENDICES
### CHECKLIST OF PRACTICUM PORTFOLIO

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>REMARKS BY CT</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Table of Contents</td>
<td></td>
</tr>
<tr>
<td>□ Time table</td>
<td></td>
</tr>
<tr>
<td>□ School-related information (guidelines, rules, CCA schedule, school calendar)</td>
<td></td>
</tr>
<tr>
<td>□ Practicum reflection forms</td>
<td></td>
</tr>
</tbody>
</table>

Information organized under each student separately:

| □ Summary of Pupil’s Needs and Recommendations                          |               |
| □ Withdrawal Session Plans                                              |               |
| □ Log of in-class support                                               |               |
| □ In-class support project (for relevant student)                       |               |
| □ Individualized Education Plan (from draft to final copy for relevant student) |               |

### CONFERENCE/ CONSULTATION RECORDS

| □ Conference/ Consultation Log                                          |               |
| □ Documentation of Conference/ Consultation                            |               |

### SUPERVISION RECORDS

| □ Supervision Schedule                                                 |               |
| □ Completed AP-WS-AED (LBS) Forms                                       |               |
| □ Completed AP-ICS-AED (LBS) Forms                                     |               |

### GENERAL COMMENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</table>
### Trainee's Teaching Timetable

<table>
<thead>
<tr>
<th>TIME</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

#### Name of student | Level/Class | No. of Periods (WS & ICS) | Total No. of Periods
---|---|---|---|
e.g., Janice Lee | 1/B | 4 WS and 2 ICS | 6

**Overall No. of Periods (hours)**: 6 periods (3h)

*Note. * delete accordingly; WS (withdrawal session) & ICS (in-class support)*
SUMMARY OF PUPIL’S NEEDS AND RECOMMENDATIONS

Name of Pupil: __________________________   Sex: M / F   Date of Birth: ____________

School: ________________________________   Age: _________ (in years and months)

Form Teacher: ___________________________   Class: ________________ (A.M. / 
P.M.)

Address: __________________________________________________   Telephone: ____________

Reason for referral:
_________________________________________________________________________________
_________________________________________________________________________________

Provide information on reasons for referral (e.g., teacher’s comments about learning or behavioural 
difficulties, parents’ concerns) and include the name of the person who made the referral

Has the pupil been assessed before? Yes/No

If ‘yes’, state report (and year). ________________________________

Notes on developmental history

Provide information on pupil’s development history such as events related to birth, early development, 
medical history, personality, temperament and interpersonal skills

Notes on home background

Gather information on the family background (e.g., composition of family, employment status, 
significant mental history of family members), behaviour at home and parental expectations

Notes on school background (e.g., behavioural observations, interviews with teacher, child)

Include information on pupil’s attendance record, academic performance and learning style, behaviour in 
school, interpersonal relationship, support provided by school.

<table>
<thead>
<tr>
<th>Tests given</th>
<th>Tester/assessor</th>
<th>Date</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the name of the test given</td>
<td>Name of the tester/name of person who completed the questionnaire</td>
<td>Date of test</td>
<td>Provide the scores on the test and a brief discussion of the test result</td>
</tr>
</tbody>
</table>

Summary of strengths & needs/problems

Summarise major strengths and needs/problems which have emerged and synthesize the results

Summary of action(s) to be taken

Provide realistic and practical recommendations based on all information from assessment. Prioritise 
recommendations. [Use the Planning template first then elaborate on three commendations which can 
be conducted by the AED (LBS) in this section]
Meeting Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td><em>Record meetings or assessment dates with person/s involved</em></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of action(s) to be taken - PLANNING

PHYSICAL SETTINGS

•

PEER

•

CURRICULUM & RESOURCE

•

STUDENT

•

TEACHER

•
(Name of School)

Individualised Education Programme (IEP)

Name: ____________________ Date of Birth: ____________________ Age: _________
Gender:  ❑ Male      ❑ Female      Grade: ____________  ❑ Initial IEP      ❑ Periodic Review
Effective IEP Dates from ____________ to ____________ Meeting Date ______________

Step 1: Discuss Future Planning
(Discuss family and student preferences and interests. Consider self-determination goals for student).

Step 2: Present Levels of Performance and Functional Performance
(List areas of strengths and needs in different areas as it relates to student's involvement in general curriculum. Areas could include academic achievement, social/ emotional, communication, behaviour, motor, etc.)
Step 3: Annual Goals and Short-Term Objectives (*duplicate this page as needed*)

<table>
<thead>
<tr>
<th>Goal # ____________</th>
<th>Area addressed: ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal:</td>
<td></td>
</tr>
<tr>
<td>Benchmark/ Short-term Objectives:</td>
<td></td>
</tr>
<tr>
<td>Student Progress (Describe how progress towards meeting the goals will be measured)</td>
<td></td>
</tr>
<tr>
<td>Initiation date:</td>
<td>Expected duration:</td>
</tr>
<tr>
<td>Frequency (how often):</td>
<td>Where will services be provided:</td>
</tr>
<tr>
<td>Person(s) responsible:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal # ____________</th>
<th>Area addressed: ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>Frequency (how often):</td>
<td>Where will services be provided:</td>
</tr>
<tr>
<td>Person(s) responsible:</td>
<td></td>
</tr>
</tbody>
</table>
Special Factors

The following special factors are applicable and incorporated into the IEP.

- **Behaviour:** In the case a student whose behaviour impedes his or her learning or that of others, a Behaviour Intervention Plan is appended to this IEP.

- **English as Second Language (ESL):** In the case a student is an ESL learner, provisions have been made to address language instructions.

- **Communication:** In the case a student needs the support services of a speech and language pathologists or assistive devices for communication.

- **Physical education:** In the case a student is exempted from participating in physical education activities or needs accommodations.

- **Testing and assessment:** In the case a student needs testing modifications or accommodations.

- **Transition services:** In the case a student is a young adult, a transition plan is appended to this IEP.

- **Other considerations:**

<table>
<thead>
<tr>
<th>IEP Team Meeting Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check one of the following: This IEP team meeting was a [ ] Face to face meeting [ ] Video conference [ ] Teleconference/ conference call</td>
</tr>
</tbody>
</table>

Name: _________________  Role: _______  Signature: ____________

[ ] Participated  [ ] Excused

Name: _________________  Role: _______  Signature: ____________

[ ] Participated  [ ] Excused

Name: _________________  Role: _______  Signature: ____________

[ ] Participated  [ ] Excused

Name: _________________  Role: _______  Signature: ____________

[ ] Participated  [ ] Excused

Name: _________________  Role: _______  Signature: ____________

[ ] Participated  [ ] Excused

Parent Attendance and Permission

- I am signing to show my attendance/ participation at the IEP team meeting. I agree and consent to special services specified in this IEP.

- I am signing to show my attendance/ participation at the IEP team meeting, but I do not agree with the special services specified in this IEP. However, I consent to special services specified in this IEP.

- I am signing to show my attendance/ participation at the IEP team meeting, but do not agree and hence do not give consent for special services at this time.
WITHDRAWAL SESSION PLAN

Psychology and Child & Human Development (PCHD)
National Institute of Education

| Topic: | | |
| Session date: | Submission date: | |
| AED(LBS) name: | Name of student/s: | Grade level: |

1. **Classroom Context and Student Characteristics:** Provide information about the school/classroom environment/context in which learning will take place. Describe student characteristics that will set ground for teaching the skill.

2. **Prerequisites:** What are some prerequisite skills student(s) must demonstrate in order to participate in this learning activity? How did you determine that the student(s) have or do not have the skills?

3. **Session Objective(s):** Write one or more objectives for today’s session. Make sure the objectives are measurable and achievable within this session.

4. **Alignment with scheme of work/IEP/summary report:** Discuss how these objectives align with overall academic/behavioural goals for the student(s).

5. **Rationale:** Provide a rationale for why the target is skill is important for the student(s). How will this skill enhance the student’s overall learning and functioning?

6. **Assessment of Student Learning:** How do you plan for students to demonstrate mastery of the objective(s)? What measures (written, oral, observed, etc.) do you plan to implement to tell you, the teacher, if each student learned/understood the content that was taught? What key components do you plan to look for in student work? Do you plan to use a rubric? How will you know if the lesson was successful? Are assessment plans aligned with achievement goals? Have you considered student’s performance in natural settings for maintenance and generalization of skill?

7. **Materials Needed:** List all the materials that you will need for successful completion of this session. Be sure to have these ready at the start of the session to avoid downtime.

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Sequence of Activities</th>
<th>Differentiate Instruction (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence of Activities</strong></td>
<td></td>
<td>Use this column to plan activities that require you to differentiate or make accommodations for one or more students in your group.</td>
</tr>
<tr>
<td><strong>Introduction:</strong> Explain how you will introduce the target skill for this lesson. Make connections to prior learning or knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Use this column to plan activities that require you to differentiate or make accommodations for one or more students in your group.</td>
</tr>
<tr>
<td></td>
<td>If this is a completely new learning, this is a brief task or questioning format you use to get student’s attention or to help them connect with the lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If this lesson builds on or uses skills or concepts the students enter the lesson already knowing (prerequisites), review any prerequisite knowledge that will lead easily into the new curriculum.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>Lesson Development - Model</strong> [This is the “model” phase] Explain how you will model the target skill to the student. Provide several examples and non-examples (if applicable). Include resources and technology if they will make a significant contribution to students’ understanding. What methods, strategies and examples that will be used</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
to present the concept, content or skill (say, do, model, show, etc.?) How will the lesson be structured and sequenced?

10. **Lesson Development - Guided Practice:** [This is the “lead” phase]. Provide several opportunities for students to practise the skill with your guidance/assistance. Provide immediate feedback and error-correction.

11. **Lesson Development - Independent Practice:** [This is the “test” phase]. Allow students to practise the skill independently and monitor their responses. Provide immediate feedback and error correction. Explain how you plan to provide student feedback. Checking for understanding (CFU) is one of the most critical elements of any directed lesson. If the goal of a lesson is to ensure students can perform a skill or understand a concept once taught, then CFU (checking for understanding) should be based on performance or “doing”.

12. **Closure/ Review:** How are you going to review concepts taught/learned and wrap-up the lesson?

**Post-Instructional Session Analysis and Self-Evaluation**

This section is to be completed after the session. Please take a few minutes to complete the sections before meeting with your cooperating teacher or NIE supervisor.

**Analysis of Student Learning:**
- Note any adjustments you made during instruction and what assessment led to that adjustment. Provide a rationale for why you made those adjustments.
- Describe evidence of student learning. How did you analyse the evaluation/assessment data you collected during instruction?

**Evaluation and Reflection:**
- Discuss any learning events that enhance your teaching practice. What did you think went particularly well? What would you change in the future?

**AED(LBS) Trainee’s Signature/ Date:**
Log of In-Class Support

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### In-Class Support
*(Provide a brief description of what you will be doing for in-class support; one Log of In-Class Support for each student)*

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>In-Class Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>e.g., 12/3/XX</td>
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</table>
In-Class Support (ICS) Project

The field of special education is increasing moving towards a data-based decision making model where assessment is directly linked to the effectiveness and selection of teaching practices (i.e., interventions). In such a model, students are monitored frequently on their performance and decisions on when to continue, modify, or terminate teaching a specific skill are made based on students’ performance on the skill. In partial fulfilment of the practicum experience, the trainee AED (LBS) will collect data for a period of 6 weeks (Week 3-8) as an in-class support (ICS) project. The results will be analysed and presented by the trainee AED (LBS) during Week 8 conference with CT, SCM, and NIES. As part of this project, the trainee will:

1. Identify an area of concern for one of the given student cases
2. Provide support for that specific area of concern
3. Collate data gathered on student’s progress in his/her class
4. Graph and write a summary of analysis of data
5. Write a discussion reflecting the effectiveness of the intervention
6. Present the information with supporting materials (data, work samples, pictures) to CT, SCM, and NIES

Type of Support
The trainee AED (LBS) can help address the student’s area of concern by identifying interventions that match student’s need. The intervention should have a research base to provide confidence that the selected intervention will bring about desired change in the student’s behaviour. The support can be delivered in a number of ways:

(a) **The trainee AED (LBS) can work closely with the mainstream teacher and assist the teacher to implement the strategy.** Example: The trainee AED (LBS) can work with the mainstream teacher to develop and implement a behaviour intervention plan for a student who may be engaging in disruptive behaviour. The teacher is responsible for carrying out the intervention, while the trainee can assist in gathering data to see if the plan is effective in reducing the problem behaviour.

(b) **The trainee AED (LBS) can teach the skill in a withdrawal setting and observe the student perform the skill in the mainstream classroom.** Example: The trainee teaches the student a self-correcting strategy in learning spelling words during a withdrawal setting. The trainee then observes the student using the strategy during English period in the mainstream classroom. Additionally, work samples and spelling tests taken in the mainstream classroom can serve as permanent products to analyse if spelling performance has improved.
(c) The trainee AED (LBS) can provide guided support and scaffolding to the student in the mainstream classroom. Example: The trainee has developed a task analysis that includes the steps needed to complete long-division mathematics problem. The trainee then teaches the student to follow the steps to self-monitor using a checklist. During math period, the trainee oversees the student using the self-monitoring checklist in completing the math problems. The number of problems completed correctly before the intervention (i.e., self-monitoring) and after can be analysed.

Skill selection
Trainee or classroom teacher (in collaboration with the trainee) will identify a skill which the student needs and teach this selected skill to the individual student. In some cases, skill can benefit more than one student and can be taught to a group of students or the entire class. However, the focus of data collection can be the one target student. The skills can include:

- behaviour skill (e.g., remaining on task, following directions, increasing in-class participation)
- academic study skill (e.g., accuracy in work completion, note-taking)
- self-management strategy (e.g., self-monitoring of on-task behaviour, packing school bag, completing and bringing back homework)
- social skill (e.g., greeting skills, conversational skills, listening skills).

Data collection

- Who collects data?
The individual who collects the on-going data will depend on the ICS project being conducted. For instance, data can be recorded by the trainee during in-class support period, by the class teacher during class or through self-recording by the student himself/herself.

- What types of data are acceptable?
For behavioural observations, this can include tally marks on frequency of behaviour, timing the duration of the target behaviour during an observation period, and monitoring the time lag between the request to start and when the response occurs. For academic study skills, it can include recording the number of words read correctly within a timed reading task, the number of words spelt accurately for spelling, number of math problems completed within a given period of time, etc.
• Do we need baseline data?
In order to determine whether or not the ICS had any effect on the student’s performance, it is important to compare performance to pre-intervention levels. The trainee AED(LBS) is encouraged to collect at least 2-3 days of baseline data during the first two weeks of practicum. These data will provide a basis for discussions on level and type of ICS with the CT and NIES during the initial meeting.

ICS Project Presentation
During Week 8 of practicum, the AED (LBS) will schedule a 2-hour meeting with the CT and NIES following the sixth (and final) withdrawal session observation. During this meeting, the trainee AED (LBS) should be ready to present the ICS project, data collected, and outcomes of the intervention. The trainee will be given 15 minutes to present the project details. Trainees can choose to use presentation software (e.g., MS–PowerPoint, Keynote) to supplement their verbal presentation or use a poster format. The presentation should cover, at the minimum, the following aspects:

• Skill targeted for project
• How trainee measured the skill
• Intervention used (what was done)
• Outcome (results) analysed
• Discussion of results

Assessment of ICS Project
The Assessment of Performance – In-Class Support Form (see Appendix C-2) will be completed jointly by the CT and NIES following the trainee’s presentation and reflection of the ICS Project.
Practicum Support Materials

Tips for Initial Observations

To the AED (LBS) Trainees:

The aim of these visits by the supervisors and cooperating teachers is to help and support you. It is not to criticize you. One of the objectives during this course is for you to begin to look at your own practice as an AED (LBS) and to observe what your student is doing.

Your supervisor/cooperating teacher will not be critical of you. S/he is not there to point out your “mistakes” but rather to advise, suggest and share ideas with you. S/he will listen to you discussing your sessions and help you to clarify your thoughts.

It does not matter if something goes wrong. What matters is what you learn from the experience.

Visits by CT and NIES are for you and your supervisor/cooperating teacher to work together. The session should not be observed by anyone else except those who have been given the authority and permission to do so.

During the first two weeks of observation/orientation period:

Try to observe a student in a withdrawal/in-class support setting. How is the student involved? If not, why not?

Always stand back for a few minutes while the particular student, you are to observe, is working and watch him/her. See what you can learn. Is the seating arrangement working well for your student?

Listen to what the student says (in withdrawal setting) or some of the students (in small withdrawal group or in-class support setting) say. Write down one or two things the student say or what other students say. What can you learn from him/her/them?

Then write your thoughts about how the lesson went and what you would like to work on or change.

Think:

1. Which part went well with the student – why did it go well?
2. Which part went badly – why did it go badly?
3. What will you change in future lessons?
4. How would you like to develop? What aspect of your teaching would you like to work on next?

Here you might say what particularly interests you, and what you as an AED (LBS) would like to try out with your student (in withdrawal/within class session).
Before an observation by your CT/NIES:

Give a copy of the withdrawal session plan to your CT/NIES.

You and your supervisor/cooperating teacher will discuss your plan a few days before the session. Discuss any of your problems or worries with your supervisor/cooperating teacher. Tell him/her if you want help on anything in particular. Tell him/her if you would like him/her to teach a part of the session or you want to observe him/her during a withdrawal session.

Remember:

**DON'T …**
1. ... worry about lessons going wrong, changing your mind, or your plan.
2. ... put on a special lesson for your supervisor/cooperating teacher.
3. ... think that your supervisor/cooperating teacher will assess you or your lesson.
4. ... wait for your supervisor/cooperating teacher to arrive before starting.

**DO …**
1. ... worry about whether the student will gain anything from your lesson.
2. ... ensure that the lesson fits into your individualized education plan for that student or your scheme of work.
3. ... assess your lesson yourself.
4. ... please try to involve your supervisor/cooperating teacher before and/or after in the lesson in some way, e.g., pre-lesson consultation and post-lesson debrief.

**Tips for Withdrawal Setting**

Think how many hours you and your student spend in the withdrawal setting. Have you made best use of the withdrawal setting?

**Before the lesson, ask yourself:**

1. How have I made my withdrawal setting a better place for learning (e.g., table/desk arrangement, availability of materials, display of the student’s work, bookshelf, etc.)?
2. What new “rules” have I introduced in my withdrawal setting (e.g., talking, movement, etc.)?
3. How has my student helped me create a better withdrawal setting?

**Look at your student and ask yourself:**

1. What have I learned from watching my student in the withdrawal setting over the few sessions?
2. How has my student make use of the withdrawal settings? (make notes of all the ways your student has made use of the withdrawal setting)
Reflective Practicum/Independent Observation for Week 1 (Ungraded)

Name: ___________________________ Date: ___________________________

1. Name two observations this week that matched what was taught at NIE and you would use them as an AED(LBS).
   1. ...

   2. ...

2. Talk to your cooperating teacher and write down:
   1. the school’s support structure for special needs (e.g., resources, funding, programmes)
   2. the case referral routes in the school
   3. roles and functions of the school’s case management team and the AED (LBS)
### Reflective Practicum/Independent Observation for Week 2 (Ungraded)

**Name:** ___________________________  **Date:** ___________________________

What did I learn about myself as an AED (LBS) this week?

---

Although perhaps unaware of their influence, who helped and encouraged you the most this past week? (Your Cooperating Teacher? NIE Supervisor? A student? etc.) Describe the experience.

---

Talk to your cooperating teacher and write down:

1. how student’s learning and behaviour are monitored and documented
2. exam accommodations
3. transition support in the school
ASSESSMENT OF PERFORMANCE FOR WITHDRAWAL SESSION (AP-WS)
Diploma in Special Education – Allied Educator (Learning & Behavioural Support) [DISE-AED (LBS)] PROGRAMME

Name of AED (LBS): __________________________ Programme/ Intake: 20___ - 20_____ School:________________________________
Focus area of session: ________________________ Date/time of session: ____________ Observer: ___________________ Observation#: 1/ 2/ 3/ 4/ 5/ 6/ 7/ 8
(circle one)

<table>
<thead>
<tr>
<th>Processes</th>
<th>Competencies</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-session Planning (writing of WS plan can be assessed prior to start of session)</td>
<td>☐ Provides brief description of student(s) needs and context for session ☐ Includes a rationale for selecting focus area and connect it to student’s learning (big picture) ☐ Develops clear (and measurable) objectives for student(s) ☐ Plan for evaluating session is aligned with objectives, content of session, and focus skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Setting up for instruction</td>
<td>☐ Communicates clear behaviour expectations ☐ Includes a positive and proactive approach to behaviour management; and consequences for failure to comply ☐ Effectively uses physical space to structure session with minimal distractions ☐ Effectively uses resources, visuals, work systems, and schedules (if appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Implementation of plan and activities</td>
<td>☐ Stimulates student’s interest and draws focus to session; makes connection to prior learning ☐ Uses clear, developmentally appropriate language ☐ Presents content/instructions in sequential manner to facilitate student learning ☐ Methods/strategies are research-based, appropriate, and a good match to skills being addresses in focus area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processes</td>
<td>Competencies</td>
<td>Rating</td>
<td>Comments</td>
</tr>
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</tbody>
</table>
| 4. Skill/ strategy instruction and session wrap-up | □ Models skill steps, provides guided practice (scaffolds with gradual removal of adult support)  
□ Provides student with independent practice  
□ Conducts frequent checks of student’s understanding to guide activities in session (continue or modify)  
□ Summarizes key points/ critical attributes of session; provides follow-up activities; preview next steps | | |
| 5. Evaluation & self-reflection (assessed after post-session conference with trainee) | □ Trainee analyses data and describes extent to which student(s) met desired session objectives  
□ Explores multiple hypotheses for why objectives were not met  
□ Reflects on lesson execution  
□ Provides ideas for redesigning objectives, activities, or assessment components | | |

Overall Rating Scale  
18-20 – Exemplary  
14-17 – Proficient  
10-13 – Acceptable (developing)  
0-9 – Emerging (need to improve)

The overall rating for this withdrawal session is: ________________________

General comments/ feedback: ______________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
__________________________________________    ___________________________
Name of Cooperating Teacher/ NIE Supervisor                                                                                   Signature/ Date

AED (LBS) Trainee’s Comments:  
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

__________________________________________                          ____________________________
Name of AED(LBS) Trainee                                                                                         Signature/ Date
ASSESSMENT OF PERFORMANCE FOR IN-CLASS SUPPORT (AP-ICS)

Diploma in Special Education – Allied Educator (Learning & Behavioural Support) [DISE-AED(LBS)] PROGRAMME

Name of AED (LBS): __________________________     Programme/ Intake: 20___ - 20_____
School: ____________________________
Focus area of ICS: ____________________________________________
ICS start date: __________ ___                 ICS end date: ________________

<table>
<thead>
<tr>
<th>Processes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning</td>
<td>Provides a brief description of student’s area/s of concern</td>
</tr>
<tr>
<td></td>
<td>Includes clear rationale for the selection of the target skill for ICS</td>
</tr>
<tr>
<td></td>
<td>Provides appropriate format and level of ICS; a good match to address the</td>
</tr>
<tr>
<td></td>
<td>area/s of concern</td>
</tr>
<tr>
<td>2. Implementation</td>
<td>Selects and plans strategies which are research-based; present evidence from</td>
</tr>
<tr>
<td></td>
<td>the literature</td>
</tr>
<tr>
<td></td>
<td>Implements strategies systematically and adheres to procedures</td>
</tr>
<tr>
<td></td>
<td>Monitors student progress regularly on key outcomes measures</td>
</tr>
<tr>
<td>3. Evidence and</td>
<td>Illustrates data in easy to read graphs and tables</td>
</tr>
<tr>
<td>Analysis</td>
<td>Presents clear description of the changes from baseline to intervention</td>
</tr>
<tr>
<td></td>
<td>conditions as shown in the data</td>
</tr>
<tr>
<td>4. Evaluation and</td>
<td>Provides a logical and clear discussion of student’s progress, supported by</td>
</tr>
<tr>
<td>Reflection</td>
<td>data</td>
</tr>
<tr>
<td></td>
<td>Discusses the effectiveness (or lack of) of ICS</td>
</tr>
<tr>
<td></td>
<td>Reflects on practice and provides suggestions for change in the future</td>
</tr>
<tr>
<td>5. Collaboration</td>
<td>Seeks information from class teacher regarding the student’s learning/</td>
</tr>
<tr>
<td></td>
<td>behavioural needs</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of collaborative teamwork with student’s classroom teacher/s</td>
</tr>
</tbody>
</table>

Rating:

4 = Exemplary
Trainee demonstrated all listed competencies with confidence; processes were completed smoothly; problem-solved immediately and effectively

3 = Proficient
Trainee demonstrated most of the competencies; can do better in one or more areas

2 = Acceptable (developing)
Performance is slightly above beginner’s level where trainee applied some of the competencies; however, needs to demonstrate better understanding and application

1 = Emerging (needs to improve)
Performance is at beginner level where competencies have not be applied appropriately
Overall Rating Scale:
18-20 – Exemplary
14-17 – Proficient
10-13 – Acceptable (developing)
0-9 – Emerging (need to improve)

The overall rating for this in-class support project is:

________________________

General comments/ feedback from CT:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Name of Cooperating Teacher  Signature/ Date

General comments/ feedback from NIES:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Name of NIE Supervisor       Signature/ Date

AED (LBS) Trainee’s Comments:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Name of AED(LBS) Trainee  Signature/ Date
DISE AED (LBS) PRACTICUM INTERIM REPORT

Name of AED (LBS) : ________________________________
Programme & Intake : DISE AED (LBS) / 20 - 20
School : ________________________________

SECTION A: FOR SCHOOL
[To be completed by CT/SCM and send to NIES by Friday on the fifth week of the Practicum]

COOPERATING TEACHER’S COMMENTS

(I) TEACHING PROCESSES
I have noted the following the following AP-WS Forms (1 joint session observation by NIES and CT, 2 independent observations by CT/SCM), that is, a total of 3 forms.

Comments on areas of particular strength:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comments on areas for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(II) PROFESSIONAL ATTRIBUTES AND WORK ETHIC CHECKLIST

Complete the checklist below by marking a “✓” based on your observation and interaction with the trainee AED (LBS) over the first 5 weeks of the practicum experience.

[Note for CT: A trainee can fail their practicum experience solely based on poor performance on professional attributes and work ethic. In such a case, the CT is required to maintain a record of (a) time and description of instances when the trainee has failed to exhibit the desired attributes, and (b) date and time of formal meeting with trainee to discuss concerns with professional attitude and work ethic.]
### Desired Attributes

<table>
<thead>
<tr>
<th>Desired Attributes</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
</table>

#### PROFESSIONAL ATTRIBUTES AND ATTITUDES

**Learner-Centred Values**

1. Shows care and concern for pupils
2. Exhibits positive regard for students of various skill levels and diverse social-cultural backgrounds

**Teacher Identity**

3. Is keen to improve through reflective practice and is responsive to advice and feedback
4. Exhibits acceptable professional conduct for educators (e.g., prompt submission of WS session plans, punctual for classes and meetings)
5. Projects a professional image (e.g., dresses appropriately)

**Service to school**

6. Communicates well with all school personnel, parents, and students
7. Works collaboratively with colleagues
8. Shows interest and takes initiative for involvement in school programmes

#### PROFESSIONAL ATTRIBUTES AND ATTITUDES (Please tick one)

- [ ] Excellent
- [ ] Good
- [ ] Acceptable
- [ ] Unacceptable

**Comments on areas for improvement:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of CT/SCM: ___________________________ Signature / Date: ___________________________

**Trainee AED (LBS)’s COMMENTS**

I have noted the feedback provided by my CT.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Trainee AED (LBS): ___________________________ Signature / Date: ___________________________
SECTION B: FOR NIE SUPERVISOR

[To be completed by NIES. NIES to email names of potential Distinction/Fail cases and timetable to DISE Practicum Coordinator by Friday on the sixth week of the Practicum]

Complete the following in collaboration with the SCM and CT

Trainee AED(LBS) is a potential  □ Distinction case  □ Fail case  □ Not a concern at this time

NIE Supervisor’s comments

This section is to be completed only for potential fail case.

If the trainee is a potential “Fail” case, please document follow up action:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of NIES : ____________________________________________

Signature / Date : ____________________________________________
## PRACTICUM SUMMATIVE REPORT (PART 1)

[To be completed by the Cooperating Teacher, School Coordinating Mentor, and Principal]

Name of AED(LBS) : [Blank]

School : [Blank]

Programme & Intake : [Blank]

### SECTION A: COOPERATING TEACHER’S COMMENTS

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Acceptable (developing)</th>
<th>Emerging (need to improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee demonstrated all listed competencies with confidence; processes were completed smoothly; problem-solved immediately and effectively</td>
<td>Trainee demonstrated most of the competencies; can do better in one or more areas</td>
<td>Performance is slightly above beginner’s level where trainee applied some of the competencies; however, needs to demonstrate better understanding and application</td>
<td>Performance is at beginner level where competencies have not been applied appropriately</td>
</tr>
</tbody>
</table>

### (I) TEACHING PROCESSES

#### PROCESSES

(Please tick one)

<table>
<thead>
<tr>
<th>1. PRE-SESSION PLANNING</th>
<th>2. SETTING UP FOR INSTRUCTION</th>
<th>3. IMPLEMENTATION OF PLAN AND ACTIVITIES</th>
<th>4. SKILL/STRATEGY INSTRUCTION AND SESSION WRAP-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exemplary</td>
<td>□ Exemplary</td>
<td>□ Exemplary</td>
<td>□ Exemplary</td>
</tr>
<tr>
<td>□ Proficient</td>
<td>□ Proficient</td>
<td>□ Proficient</td>
<td>□ Proficient</td>
</tr>
<tr>
<td>□ Acceptable</td>
<td>□ Acceptable</td>
<td>□ Acceptable</td>
<td>□ Acceptable</td>
</tr>
<tr>
<td>□ Emerging</td>
<td>□ Emerging</td>
<td>□ Emerging</td>
<td>□ Emerging</td>
</tr>
</tbody>
</table>

#### COMPETENCIES

Place a tick (✔) when the competency is a strength

<table>
<thead>
<tr>
<th>1. PRE-SESSION PLANNING</th>
<th>2. SETTING UP FOR INSTRUCTION</th>
<th>3. IMPLEMENTATION OF PLAN AND ACTIVITIES</th>
<th>4. SKILL/STRATEGY INSTRUCTION AND SESSION WRAP-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Provides brief description of student(s) needs and context for session</td>
<td>✓ Communicates clear behaviour expectations</td>
<td>✓ Stimulates student’s interest and draws focus to session; makes connection to prior learning</td>
<td>✓ Models skill steps, provides guided practice (scaffolds with gradual removal of adult support)</td>
</tr>
<tr>
<td>✓ Includes a rationale for selecting focus area and connect it to student’s learning (big picture)</td>
<td>✓ Includes a positive and proactive approach to behaviour management; and consequences for failure to comply</td>
<td>✓ Uses clear, developmentally appropriate language</td>
<td>✓ Provides student with independent practice</td>
</tr>
<tr>
<td>✓ Develops clear (and measurable) objectives for student(s)</td>
<td>✓ Effectively uses physical space to structure session with minimal distractions</td>
<td>✓ Presents content/instructions in sequential manner to facilitate student learning</td>
<td>✓ Conducts frequent checks of student’s understanding to guide activities in session (continue or modify)</td>
</tr>
<tr>
<td>✓ Plan for evaluating session is aligned with objectives, content of session, and focus skill</td>
<td>✓ Effectively uses resources, visuals, work systems, and schedules (if appropriate)</td>
<td>✓ Methods/strategies are research-based, appropriate, and a good match to skills being addresses in focus area</td>
<td>✓ Summarizes key points/ critical attributes of session; provides follow-up activities; preview next steps</td>
</tr>
</tbody>
</table>

#### COMMENTS

(strengths, areas for improvement and suggestions)
## (I) TEACHING PROCESSES

### PROCESSES

(Please tick one)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Comments (strengths, areas for improvement and suggestions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. EVALUATION AND SELF-REFLECTION</strong></td>
<td></td>
</tr>
<tr>
<td>□ Exemplary</td>
<td></td>
</tr>
<tr>
<td>□ Proficient</td>
<td></td>
</tr>
<tr>
<td>□ Acceptable</td>
<td></td>
</tr>
<tr>
<td>□ Emerging</td>
<td></td>
</tr>
<tr>
<td>□ Trainee analyses data and describes extent to which student(s) met desired session objectives</td>
<td></td>
</tr>
<tr>
<td>□ Explores multiple hypotheses for why objectives were not met</td>
<td></td>
</tr>
<tr>
<td>□ Reflects on lesson execution</td>
<td></td>
</tr>
<tr>
<td>□ Provides ideas for redesigning objectives, activities, or assessment components</td>
<td></td>
</tr>
<tr>
<td><strong>6. IN-CLASS SUPPORT</strong></td>
<td></td>
</tr>
<tr>
<td>□ Exemplary</td>
<td></td>
</tr>
<tr>
<td>□ Proficient</td>
<td></td>
</tr>
<tr>
<td>□ Acceptable</td>
<td></td>
</tr>
<tr>
<td>□ Emerging</td>
<td></td>
</tr>
<tr>
<td>□ Evidence of collaborative teamwork with teachers</td>
<td></td>
</tr>
<tr>
<td>□ Selects appropriate interventions for in-class support</td>
<td></td>
</tr>
<tr>
<td>□ Reflective/responsive in providing support</td>
<td></td>
</tr>
<tr>
<td>□ Collects data on student progress and make informed decisions for improvement</td>
<td></td>
</tr>
</tbody>
</table>

### (II) PROFESSIONAL ATTRIBUTES AND ATTITUDES

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Comments (strengths, areas for improvement and suggestions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7. PROFESSIONAL ATTRIBUTES AND ATTITUDES</strong></td>
<td></td>
</tr>
<tr>
<td>□ Excellent</td>
<td></td>
</tr>
<tr>
<td>□ Good</td>
<td></td>
</tr>
<tr>
<td>□ Acceptable</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
<tr>
<td>□ Learner-centred values</td>
<td></td>
</tr>
<tr>
<td>□ Exhibits positive regard for students of various skill levels and diverse social-cultural backgrounds</td>
<td></td>
</tr>
<tr>
<td>□ Teacher identity</td>
<td></td>
</tr>
<tr>
<td>□ Is keen to improve through reflective practice and is responsive to advice and feedback</td>
<td></td>
</tr>
<tr>
<td>□ Exhibits acceptable professional conduct for educators (e.g., prompt submission of WS session plans, punctual for classes and meetings)</td>
<td></td>
</tr>
<tr>
<td>□ Projects a professional image (e.g., dresses appropriately)</td>
<td></td>
</tr>
<tr>
<td>□ Service to school</td>
<td></td>
</tr>
<tr>
<td>□ Communicates well with all school personnel, parents, and students</td>
<td></td>
</tr>
<tr>
<td>□ Works collaboratively with colleagues</td>
<td></td>
</tr>
<tr>
<td>□ Shows interest and takes initiative for involvement in school programmes</td>
<td></td>
</tr>
</tbody>
</table>

---

Name of Cooperating Teacher  
Signature/ Date

*Please refer to Page 50 of this document for guidelines to complete this form*
SECTION B: SCHOOL COORDINATING MENTOR’S COMMENTS

Comments (e.g., ‘areas of strengths’ areas requiring further guidance, professional conduct, work attitude, willingness to participate in school activities)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of School Coordinating Mentor : ________________________________
Signature / Date : _________________________________________________

SECTION C: PRINCIPAL’S COMMENTS

I have noted the comments by the Cooperating Teacher [Section A] and School Coordinating Mentor [Section B]. My comments are as follows:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Principal : _________________________________________________
Signature / Date : _________________________________________________
GUIDELINES FOR COMPLETING THE SUMMATIVE REPORT (PART 1) FOR PRACTICUM

The purpose of the Practicum is to guide the trainee AED (LBS)s in the development of their instructional skills. Trainees plan and execute intervention strategies for students with learning and behavioural difficulties/disabilities during withdrawal sessions and/or work collaboratively with teachers to provide in-class support. A summative report for practicum will be completed for each trainee AED/LBS.

Session A: For Cooperating Teacher (CT)

- To complete Section A, the CT will
  - review all six AP-WS forms collected over the duration of the practicum and review the Interim Report,
  - review the AP-ICS form
  - consider the trainee’s general progress from the initial stages to this final stage and comment on the trainee’s progress through the course of the practicum,
  - discuss the trainee’s progress with the SCM and/or NIES if necessary, and
  - read “How to write the final report” (pp. 18-19) and the final grading criteria in Practicum Summative Report (Part 2) (see Appendix D-3) before writing the report.

- When completing the form, pay special attention to the Processes listed. For each Process, tick the box against the quality that best summarizes the trainee’s overall performance. The purpose is to construct a profile of the AED (LBS)’s strengths and weaknesses in terms of his/her content knowledge, skills and professional qualities. It is important to substantiate the quality indicated with descriptive comments.

- The Competencies listed for the 7 Processes are to help highlight the key skills which should be displayed when carrying out that particular process. In the boxes provided, insert a ‘✓’ to represent strength (i.e., the skill is present and effective).

- The Comments section is for writing down the AED (LBS)’s strengths and areas for improvement, and suggestions for doing so.
PRACTICUM SUMMATIVE REPORT (Part 2)
[To be completed by the school representatives and the NIE Supervisor]

Name of AED (LBS) : __________________________
Programme / Intake : DISE [ AED (LBS)] / 20 - __________________________
School : __________________________
Date [Practicum Assessment Meeting] : __________________________

Final overall grading (with inputs from school) of Allied Educator (Learning & Behavioural Support)’s competency and personal qualities. [Put a tick (✓) in the appropriate box]:

<table>
<thead>
<tr>
<th>Allied Educator (Learning &amp; Behavioural Support) is rated mostly “Exemplary” for most of the processes in the Practicum Summative Report (Part 1) with the remaining processes no lower than “Proficient” and no lower than “Good” for Professional Qualities. S/he makes positive contributions in areas beyond her/his immediate responsibility, and exhibits an outstanding sense of commitment to the profession. S/he has the potential to become an excellent allied educator.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION ✓</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allied Educator (Learning &amp; Behavioural Support) is rated is rated “Proficient” for most of the processes in the Practicum Summative Report (Part 1) with the remaining processes no lower than “Acceptable”, and no lower than “Good” for Professional Qualities. S/he exhibits a positive work attitude and a strong sense of commitment to the profession. S/he has the potential to become a very good allied educator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allied Educator (Learning &amp; Behavioural Support) is rated minimally “Acceptable” for all of the processes in the Practicum Summative Report (Part 1), and no lower than “Acceptable for Professional Qualities. S/he is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good allied educator, given the experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allied Educator (Learning &amp; Behavioural Support) is rated as “Emerging” for any of the processes in the Practicum Summative Report (Part 1), or “Unacceptable” for Professional Qualities. S/he is lacking in interest, work attitude and commitment to the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>FAIL ✓</em></td>
</tr>
</tbody>
</table>

* Moderation is compulsory for trainee AED (LBS)(s) awarded the ‘DISTINCTION’ and ‘FAIL’ grades.

**NOTE:** If a trainee AED (LBS) exhibits ‘distinction’ quality in his/her teaching competency, but is lacking in work attitude/values, his/her overall grade should not be a ‘Distinction’.

(Please turn over ...)

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ENDORSEMENTS:

<table>
<thead>
<tr>
<th>Name/Signature/Date of Cooperating Teacher</th>
<th>Name/Signature/Date of School Coordinating Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name/Signature/Date of School Principal</td>
<td>Name/Signature/Date of NIE Supervisor</td>
</tr>
</tbody>
</table>

Name/ Signature/ Date of Moderator (if applicable)

NIE SUPERVISOR’S COMMENTS:

I have noted the report submitted by the school [Summative Report (Part1)]. My comments are as follows:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

FOR AG USE:

<table>
<thead>
<tr>
<th>Name of AG Practicum Coordinator</th>
<th>Signature / Date</th>
</tr>
</thead>
</table>

Reports arranged and enclosed in the following order [Please tick (✓)] :

- ☐ Summative Report (Part 2)
- ☐ Summative Report (Part 1)
- ☐ Practicum Interim Report
- ☐ Moderator’s Report (where applicable)
- ☐ AP-WS – Total 6 Forms
- ☐ AP-ICS – Total 1 Form

_______________________________
Name of Head/AG

_______________________________
Signature / Date
Pre- & Post-Practicum Conferences with NIE Supervisor

Student AED (LBS) : __________________________________________
School : ______________________________________________________
NIE Supervisor : _______________________________________________

Pre-Practicum Conference with NIES

Key focus: What have you learnt from the courses at NIE that have influenced your conception of teaching and learning? (15 min)

Date held : __________________

NIE Supervisor’s Comments :

1. Student AED (LBS) was able to (please tick accordingly) :
   □ Share his/her learning experience in NIE (preferably with examples from course work).
   □ Articulate his/her beliefs in teaching students with special needs.

Additional Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of NIES : _______________________________________________________

Student AED (LBS)’s Comments: My takeaways from Pre-Practicum Conference with NIES
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Student AED(LBS) : ________________________
## Post-Practicum Conference with NIES

**Key focus:** How has your practicum experience helped develop your teaching competencies? (15 min)

**Date held:** ________________

**NIE Supervisor’s Comments:**

1. Student AED (LBS) was able to (please tick accordingly):
   - □ Share his/her learning experience in NIE (preferably with examples).
   - □ Make the link between Theory and Practice.

**Additional Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Signature of NIES:** ____________________________

**Student AED (LBS)’s Comments: (My takeaways from Post-Practicum Conference with NIES)**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Signature of Student AED(LBS):** ____________________________
## LIST OF MODULES UNDER DISE- AED (LBS) PROGRAMME

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>No. of AUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NED 109</td>
<td>Introduction to Special Education</td>
<td>2</td>
</tr>
<tr>
<td>NED 110</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NED 105</td>
<td>Assessment, Planning, Implementing and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>NED 106</td>
<td>Behavioural and Communication Difficulties</td>
<td>4</td>
</tr>
<tr>
<td>NCS 127</td>
<td>Sensory, Motor, Learning and Behavioural Difficulties and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>NCS 120</td>
<td>Language and Literacy Difficulties</td>
<td>4</td>
</tr>
<tr>
<td>NED 113</td>
<td>Practice and Intervention Technique</td>
<td>3</td>
</tr>
<tr>
<td>NED 115</td>
<td>Research to Practice: School-based Experience</td>
<td>3</td>
</tr>
<tr>
<td>NCS 128</td>
<td>Communication and Collaboration for AED (LBS)</td>
<td>2</td>
</tr>
<tr>
<td>NPR 100</td>
<td>Teaching Practicum</td>
<td>10</td>
</tr>
</tbody>
</table>