Meeting Place and time for individual supervisor seminars: Thursdays, 4:30, North Campus

Course Description: This course is designed to provide students with extensive supervised experience in teaching students with disabilities. Each student will be placed in a special education setting commensurate with his or her emphasis within special education (i.e., emotional, mental, or learning disabilities). Participation in on campus seminars is required.

Pre-requisites
Admission to teacher education program and completion of all coursework.

Course Text/Materials
Clinical Practice Handbook (2011) School of Education Office of Teacher Certification
“Red” book=web publication by CEC (download from web site)
Other readings will be assigned related to selected topics

Course Objectives
After completing the student teaching experience, students should be able to:
1. Articulate a professional philosophy of special education. (CEC 1; SC 5; ITSE 1,2,3,5)
2. Describe the organizational interrelationships that affect special education programs and services within their clinical teaching setting. (CEC1; SOE VII)
3. Analyze the impact of individual diversity on family, culture, schools, and the delivery of special education services. (CEC 1; SOE I)
4. Describe each student in the caseload in terms of present level of performance, background; strengths, interests, educational, social, and linguistic needs; and in the case of students 14 and older, transition needs. (CEC 1 & 2; SOE I)
5. Use knowledge of each student’s communication abilities and needs in planning and implementing instruction. (CEC 6; SOE 1; SC 7; ITSE 2)
6. Develop long-range plans for individuals and groups of students based on their identified needs and the state’s curriculum standards. (CEC 7; SC 7; ITSE 2);
7. Assist in the development and implementation of IFSPs, IEPs and/or transition plans based on individual abilities and needs. (CEC 7)
8. Develop short-range objectives and lessons that incorporate research-based effective teaching methods and appropriate materials for students with disabilities. (CEC 7; SOE II,III; SD 16 Standard 5.c; ITSE 2);
9. Demonstrate a repertoire of instructional strategies that promote learning of students with disabilities in academic and non-academic domains including social skills, critical thinking, problem solving, self management, strategy application, and reading appropriate to the students’ developmental level. (CEC 4; SOE III; SC16 standard 2.c; ITSE 1,2,3)
10. Use technology to support instructional planning and to provide individualized instruction. (CEC 7; SC 16 Standard 2a-d, ITSE 1,2,3,4)
11. Plan, establish, and maintain a learning environment that promotes student learning and positive social interactions. (CEC 5)
12. Develop and implement procedures for non-instructional tasks (including record-keeping and paperwork responsibilities), interventions for crisis situations, and other classroom management situations such as planning for the work of paraprofessionals or volunteers. (CEC 5; SC 6)
13. Develop and implement a plan for assessing student progress on educational goals. (CEC 8, SOE VI)
14. Demonstrate facility in a variety of assessment types, maintaining professional standards for
administration, confidentiality, and use of assessment results. (CEC 8; SOE VI; SC 5, 16 Standard 2d, ITSE 2)

15. Develop and carry out plans for collaboration with general educators, other professionals, and parents to facilitate each student’s educational program. (CEC 10; SOE IV, V; SC 5)

16. Practice within the ethical and professional standards of the Council for Exceptional Children and adhere to the professional policies and regulations of the School of Education, the host school district and state and federal educational regulations. (CEC 9; SOE IV, V; SC 5)

17. Engage in activities outside the classroom that foster continued professional growth. (CEC 9; SC 16 Standard 5 a-d, ITSE 5)

18. Model effective and professional-level oral and written communication skills. (CEC 6 & 10; SOE V; SC 16 Standard 3. a-d, ITSE 3,4)

19. Engage in self-reflection and self-evaluation for the purpose of professional development and problem-solving. (CEC 10; SOE IV; SC 5, ITSE 5)

Other Expectations:
Although not graded, expected for “pass” or “satisfactory.”
- Review Clinical Practice Handbook and discuss with your cooperating teacher.
- Complete 14 weeks of in school work, including 6 weeks of full time teaching and daily lesson planning for instruction. (Evaluated by reviews of teacher’s attendance records, planning notebook, and lesson plans.)
- Meet with your cooperating teacher for planning and feedback sessions at least two to three times a week during the initial weeks. Note this in a log or on a working calendar placed in the front of your clinical practice notebook.
- Attendance at ALL seminars is required for successful completion of clinical practice. Evaluation of dispositions and CEC professionalism standard includes participation in seminars, and will be noted in letters of recommendation.
- Submit packet of evaluations at the end of the semester.

Specific Assignments
A. Complete a written Long Range Plan meeting ADEPT criterion. Long-range plans should be developed during the first two weeks of the semester.
B. Maintain a clinical practice notebook that includes the following sections:
   - Lesson plans (with a brief reflection on the back)
   - ADEPT feedback from college supervisor and cooperating teacher
   - ADEPT log reflecting professional development activities
   - A system for personal reflection on your teaching practice and share this system with your College Supervisor
   - Evaluation forms
   - Copies of written communication (may also be used in portfolio as extra artifacts)
C. Professional Portfolio – including a final revision of your philosophy, one experience/activity completed during clinical practice, all ADEPT requirements and section summaries–guidelines will be provided.
D. Attend at least one IEP meeting and provide documentation of your participation.
E. Develop a written IEP for a student on your caseload. This IEP does not need to be implemented or adopted as the student’s legal education plan.
F. Complete a Work Sample. (named Unit Work Sample or Candidate Work Sample in your Clinical Practice Handbook)
**Performance Data** will be collected on candidates enrolled in the special education teacher education programs. In this course, the data will be collected directly from evaluations of the ADEPT competencies and portfolio/philosophy. This data will be reported to the accreditation organization, the Council for Exceptional Children, in aggregate form only. Candidates will be informed of their performances on CEC standards through the ADEPT evaluation process. The full set of CEC standards can be viewed at: [http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9105](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9105)

**Grade in Clinical Practice is Pass/Fail or Satisfactory/Unsatisfactory**

As stated in the Clinical Practice Handbook, a “pass” or “satisfactory” requires successful completion of all requirements set forth by this syllabus. Demonstrated “competency” in all ten ADEPT dimensions, and demonstrated professionalism as evaluated in the ADEPT process.

**Sources of Information:** This determination is based on multiple factors, including: (1) evaluations completed by the cooperating teacher and college supervisor, (2) formal observations made by the cooperating teacher and college supervisor, (3) evidence of planning, assessment, meeting student needs, classroom management, preparation of materials, communication, and professional growth as documented through the ADEPT process, (4) quality of the professional portfolio, and (5) attendance and participation in seminars.

**Additional Information**

1. Establish times for frequent conferences with your cooperating teacher. Daily at the beginning and at least twice a week throughout the semester.
2. Contact the school, cooperating teacher, and your college supervisor if you must be absent. **ABSENCES MUST BE MADE UP. A Maximum of 5 days is allowed.**
3. Follow your school district’s break schedule. You do not observe the college’s breaks unless they happen to coincide with those of the school district.
4. Comply with district, state, and federal laws and regulations related to the education of students with disabilities.
5. Adhere to the School of Education code of conduct for field work and the CEC Code of Ethics in all practices related to clinical teaching.
6. Work cooperatively with administration, teacher, and assistant. Remember that you are a guest teacher in this classroom and school. Dress professionally and conduct yourself in a professional manner. Be on time and remain on site as long as your cooperating teacher. Attend professional development activities, conferences, and PTO meetings if all possible.
7. Add to the resource files you started two semesters ago. Take advantage of the expertise of the teachers in your host school—regardless of their grade level or subject area.
8. Maintain a healthy life balance—eat right, exercise, and plan some personal time.
9. Carefully read your Clinical Practice Handbook section on the purpose and procedures for NEAT plans.
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<th>Date</th>
<th>TOPICS</th>
<th>Facilitators</th>
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<tr>
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<td>Overview of requirements</td>
<td>Dr. Tamsberg</td>
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<td>Long Range Planning</td>
<td>Dr. Springer</td>
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<td>Finishing your Long Range Plan</td>
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<td>Preparing for Praxis</td>
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<td>Meet as Scheduled with your college supervisor</td>
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<td>Completing your Professional Portfolio</td>
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<td>Discussion of the Professional Portfolio</td>
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<td>Partnerships with Paraprofessionals, Parents and others</td>
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<td>Meet as scheduled with your College Supervisor</td>
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<td>11/10</td>
<td>Preparing to transition/the life skills of saying “goodbye”</td>
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<td>RESUME SESSION Nov. 14th</td>
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