College of Charleston
EDFS 440 and EDFS 797 Clinical Practice in Special Education
Spring 2014

Kristen Ashworth ashworthk@cofc.edu; office 953-8048
Cynthia Bryant drcynthiabryant4@yahoo.com; cell 803-348-8209
Carol Henry henryc@cofc.edu; cell 843-572-8181;
Harriet C. Hetzel hetzelhc@cofc.edu 843.442.8750
Michael Skinner skinner@cofc.edu h. 881-1025; office 953-8044
Bonnie Springer springerb@cofc.edu cell 843-437-7928 office 953-8048
Antonio Ellis ellisa12@cofc.edu cell 240-688-4136

Meeting Place and Time Seminars: Mondays, 4:15 – 6:00pm, North Campus, Room TBA (be sure to check the course schedule for large group seminars and those scheduled with your college supervisor)

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 seminars is required.

Pre-requisites
Admission to teacher education program and completion of all coursework and formal admission to clinical practice.

Course Text/Materials
Clinical Practice Handbook School of EHHP (2014) - Office of Student Services and Teacher Certification

What it Means to be a Special Education Teacher accessed online from sped.cec.org

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. Candidates must demonstrate “competency” in all ten ADEPT dimensions and demonstrated professionalism as evaluated in the ADEPT process, and must demonstrate competency for all seven CEC standards.

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.

**Course Objectives**

After completing clinical practice candidates will:

1. Articulate a professional philosophy of special education. (CEC 6; SC 5)
2. Describe the organizational interrelationships that affect special education programs and services within their clinical teaching setting. (CEC6; 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 & 5; SOE I)
5. Use knowledge of each student’s communication abilities and needs in planning and implementing instruction. (CEC 1 & 5; SOE I; SC 7)
6. Develop long-range plans for individuals and groups of students based on their identified needs and the state’s curriculum standards. (CEC 5; SC 7);
7. Assist in the development and implementation of IFSPs, IEPs and/or transition plans based on individual abilities and needs. (CEC 5)
8. Develop short-range objectives and lessons that incorporate research-based effective teaching methods and appropriate materials for students with disabilities. (CEC 3; SOE II,III; SD 16 Standard 5.c);
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 3 & 5; SOE III; SC16 standard 2.c)
10. Use technology to support instructional planning and to provide individualized instruction. (CEC 5; SC 16 Standard 2a-d)
11. Plan, establish, and maintain a learning environment that promotes student learning and positive social interactions. (CEC 2)
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 2; SC 6)
13. Develop and implement a plan for assessing student progress on educational goals. (CEC 4, SOE VI)
14. Demonstrate facility in a variety of assessment types, maintaining professional standards for administration, confidentiality, and use of assessment results. (CEC 4; SOE VI;SC 5, 16 Standard 2d)
15. Develop and carry out plans for collaboration with general educators, other professionals, and parents to facilitate each student’s educational program. (CEC 7; SOE IV, V;SC5)
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 6; SOE IV, V; SC5)
17. Engage in activities outside the classroom that foster continued professional growth. (CEC 6; SC 16 Standard 5 a-d)
18. Model effective and professional-level oral and written communication skills. (CEC 6; SOE V; SC 16 Standard 3. a-d)
19. Engage in self-reflection and self-evaluation for the purpose of professional development and problem-solving. (CEC 6; SOE IV; SC 5)
Specific Assignments

A. Maintain a **Clinical Practice Notebook** that includes the following sections:

- Lesson plans (with a brief reflection on the back)
- Long Range Plan
- Student information needed for planning
- Log listing professional development activities
- Evidence of ongoing personal reflection on your teaching practice and professional activities. Specifics related to the form of ongoing reflection requirements will be determined by each college supervisor
- Evaluation forms
- Copies of written communication (may also be used in portfolio as extra artifacts)

B. Complete a written **Long Range Plan** meeting ADEPT criteria. Long-range plans should be developed during the first two weeks of the semester. You may not begin teaching full time until your Long Range Plan is completed to competency.

C. Complete your **Capstone Portfolio** – including a final revision of your philosophy, one experience/activity completed during clinical practice, additional required artifacts and reflections which include ADEPT requirements, section introductions, and final standards analysis essay. Guidelines will be provided

D. Attend at least one **IEP meeting** and provide documentation of your participation.

E. Develop and write an **IEP** for a student on your caseload. This IEP does not need to be implemented or adopted as the student’s legal IEP.

F. Complete a **Candidate Work Sample**

**Other expectations required 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.
- Attend ALL seminars. 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.

**Additional guidelines and suggestions for success**

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.
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, dispositions 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 as opportunities present themselves.
7. Add to the resource file you started during previous semesters. 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 the Clinical Practice Handbook section on the purpose and procedures for NEAT plans.

**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:

# Seminar Schedule EDFS 440 and 797 Spring 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9/2015</td>
<td>Clinical Practice Orientation</td>
<td>Orientation to Syllabus and Meet with College Supervisor (3:45-4:30)</td>
</tr>
<tr>
<td>1/12/2015</td>
<td>Long Range Planning Planning with your College Supervisor</td>
<td>Dr. Springer all supervisors meet with interns</td>
</tr>
<tr>
<td>1/19/2015</td>
<td>NO SEMINAR</td>
<td></td>
</tr>
<tr>
<td>1/26/2015</td>
<td>Short Range Planning – Unit and Lesson Planning</td>
<td>View video on Oaks before seminar</td>
</tr>
<tr>
<td>2/2/2015</td>
<td>Issues from the Field: Clarification of LRP and Lesson Planning; IEP Requirement; Discussion of PRAXIS issues</td>
<td>All Supervisors Panel Long Range Plan Draft DUE</td>
</tr>
<tr>
<td>2/9/2015</td>
<td>“Race Matters”</td>
<td>Dr. Antonio Ellis Final Long Range Plan Due</td>
</tr>
<tr>
<td>2/16/2015</td>
<td>NO SEMINAR School Holiday</td>
<td></td>
</tr>
<tr>
<td>2/23/2015</td>
<td>Partnerships with Paraprofessionals, Parents &amp; Others</td>
<td>View video on Oaks before seminar</td>
</tr>
<tr>
<td>3/2/2015</td>
<td>College of Charleston Spring Break no seminar</td>
<td></td>
</tr>
<tr>
<td>3/9/2015</td>
<td>Candidate Work Sample</td>
<td>View video on Oaks before seminar</td>
</tr>
<tr>
<td>3/16/2015</td>
<td>Completing Your Professional Portfolio</td>
<td>Dr. Springer</td>
</tr>
<tr>
<td>3/23/2015</td>
<td>Portfolio questions and planning for completion</td>
<td>Meet with college supervisor</td>
</tr>
<tr>
<td>3/30/2015</td>
<td>School District Spring break NO SEMINAR</td>
<td></td>
</tr>
<tr>
<td>4/6/2015</td>
<td>Licensure Process</td>
<td>Kathy Schwalbe</td>
</tr>
<tr>
<td>4/16/2015</td>
<td>NOTE this IS A THURSDAY</td>
<td>Transition to the Profession Conference</td>
</tr>
<tr>
<td>4/20/2015</td>
<td>No seminar</td>
<td>Meet as determined by College Supervisor</td>
</tr>
<tr>
<td>4/27/2015</td>
<td>Celebrate at Dr. Springer’s home</td>
<td></td>
</tr>
</tbody>
</table>