Meeting Place and Time of Seminars
Thursdays, 4:15-5:45 pm, North Campus, Room 224 (Be sure to check the course schedule for large group seminars and those scheduled only 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, intellectual, 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
(Required) Clinical Practice Handbook, School of EHHP (2015) - Office of Student Services and Teacher Certification
(Required) What it Means to be a Special Education Teacher accessed online from sped.cec.org

Grading
Grades in Clinical Practice are 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. This determination is based on course requirements as listed in the subsequent pages.

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
- Weekly reflections
- Evaluation forms
  - Specifics related to the form of ongoing reflection requirements will be determined by each college supervisor
  - Reflections for each of your formal observations (4 – CT, 4 – CS) will include references to the CEC and ADEPT Standards. These will help you develop your Final Standards Analysis Essay.
- Copies of written communication developed during internship

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 one Video Lesson. Guidelines will be forthcoming.

D. Complete your Final Standards Analysis Essay – Using materials in your portfolio (particularly major assignments such as IEP, FBA/BIP, CMS, etc.), you will write a full essay covering each of the standards and how you addressed them in your projects. Guidelines will be forthcoming.

E. Complete the final edition of your Philosophy of Education; include a copy of all earlier editions.

F. 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.

G. Complete a Candidate Work Sample. Guidelines will be discussed in seminar.

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

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 fieldwork, 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 (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6</td>
<td>Clinical Practice Orientation (North Campus)</td>
<td>Meet with supervisors at 3:00</td>
</tr>
<tr>
<td>1/14</td>
<td>LONG RANGE PLANNING</td>
<td>Dr. Ashworth &amp; Dr. Keyes</td>
</tr>
<tr>
<td>1/21</td>
<td>SMALL GROUP – Short Range Planning &amp; Lesson Planning</td>
<td>View video on OAKS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LRP draft due to supervisor</td>
</tr>
<tr>
<td>1/28</td>
<td>Issues from the Field: LRP and Lesson Planning, IEP Requirement, PRAXIS Tests</td>
<td>Panel of all supervisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LRP drafts returned with feedback</td>
</tr>
<tr>
<td>2/4</td>
<td>SMALL GROUP – Partnerships with Paraprofessionals, Parents, &amp; Others</td>
<td>View video on OAKS before small group seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Long Range Plan due</td>
</tr>
<tr>
<td>2/11</td>
<td>Data Taking Methods &amp; Tracking Data</td>
<td>Dr. Keyes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan for full time teaching ASAP!</td>
</tr>
<tr>
<td>2/18</td>
<td>SMALL GROUP – Candidate Work Sample</td>
<td>View video on OAKS before small group seminar</td>
</tr>
<tr>
<td>2/25</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>3/4*</td>
<td>Career Resume Session</td>
<td>OSSC will determine location</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10</td>
<td>No Seminar (CofC Spring Break)</td>
<td>Midterm conferences due by now</td>
</tr>
<tr>
<td>3/17</td>
<td>CEC Standards Analysis Essay</td>
<td>Dr. Springer</td>
</tr>
<tr>
<td>3/24</td>
<td>SMALL GROUP – Planning for Completion In class course evaluation</td>
<td>Individual Supervisors make schedules for final conferences</td>
</tr>
<tr>
<td>3/31</td>
<td>No Seminar (School Districts’ Spring Break)</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>4/15*</td>
<td>Transition to Profession Conference</td>
<td>Kathy Schwalbe</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>Celebration TBA</td>
<td></td>
</tr>
</tbody>
</table>
**Accomodations**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**College of Charleston Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php