Instructors
Dr. Kristen Ashworth
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(843) 953-2004
Office hours: Tues. 9:00-12:00, Thurs. 10:00-12:00
ashworthke@cofc.edu
or by appointment

Meeting Place and Time of Seminars
Mondays, 4:15-6:00 PM, North Campus, Room 221 (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, 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
Clinical Practice Handbook (2017) - Office of Student Services and Credentialing, EHHP
Council for Exceptional Children Initial Licensure Standards and Specialty Sets
All EHHP Clinical Practice documents can be found at http://teachered.cofc.edu/ossc/forms.php.

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 demonstrate professionalism as evaluated in the
ADEPT process. Candidates must also demonstrate “competency” for all seven CEC standards.
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 2.d)
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)
This course leads to partial fulfillment of the South Carolina Read to Succeed Act requirements for pre-service teacher candidates and covers SC Literacy Competencies for PreK-5th Grade Classroom Teachers Standards 2, 3, 4, 5, 6, 7, and 8.

Specific Assignments

1. 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
   - ADEPT feedback from College Supervisor and Cooperating Teacher
   - Log reflecting professional development activities
   - System for personal reflection on your teaching practice to be shared with College Supervisor
   - Evaluation forms
   - Copies of written communication

2. Complete a Long Range Plan meeting ADEPT criteria. Long-Range Plans should be developed during the first two weeks of the semester and must be complete prior to full time teaching.

3. Complete your Capstone Standards-Based Reflection Essay, including a final revision of your Philosophy of Education and one experience/activity completed during clinical practice. In this essay you apply the skills of professional reflection to analyze your practice in relation to the CEC Initial Licensure Standards. Specific writing guidelines will be provided.

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

5. 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.

6. Complete a Candidate Work Sample. Guidelines will be discussed during seminar.

7. Video yourself teaching one lesson and complete the written self-reflection in Qualtrics. Work with your Cooperating Teacher to determine the need for acquiring parental permission for videoing students. At a minimum, you should write and send a letter to parents explaining the need for and purpose of a videoed lesson. More information and forms can be found here: http://teachered.cofc.edu/ossc/classroom-observation-resources/required-resources.php.

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.
• Read and acknowledge all ADEPT evaluations in Qualtrics.
• Submit a written plan for your phase out of full-time teaching to your supervisor and cooperating teacher.

Additional Guidelines and Suggestions for Success
• Establish times for frequent conferences with your cooperating teacher (daily at the beginning and at least twice a week throughout the semester).
• Contact the school, cooperating teacher, and your college supervisor if you must be absent.
• 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.
• Comply with district, state, and federal laws and regulations related to the education of students with disabilities.
• 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.
• Work cooperatively with administration, teachers, and assistants. 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.
• 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.
• Maintain a healthy life balance—eat right, exercise, and plan some personal time.
• Carefully read the Clinical Practice Handbook section on the purpose and procedures for NEAT plans.

Performance Data Collection
Performance Data will be collected on candidates enrolled in the Special Education Teacher Education Programs. In this course, data will be collected directly from evaluations of the ADEPT competencies and the Capstone Standards-Based Reflection Essay and Philosophy. These 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 on the CEC website and OAKS.
**Course Calendar**

Seminars will focus on issues from the field. It is a time for us to reflect together and learn from each other’s experiences. Additionally, time will be taken to provide explanation and clarification of the major assignments required for successful completion of Clinical Practice.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/9</td>
<td>*** CLINICAL PRACTICE ORIENTATION ***</td>
<td>Meet with College Supervisor 3:30-4:30 Discussion of syllabus and requirements Meet College Supervisor</td>
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<tr>
<td>1/16</td>
<td>MLK Holiday – No Seminar</td>
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<td>1/23</td>
<td>Long Range Planning Large Group Seminar</td>
<td>Springer – Large group seminar with small group breakout sessions</td>
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<td>1/30</td>
<td>Short Range Planning – Unit and Lesson Planning Miscellaneous (e.g., Praxis Issues) Large Group Seminar</td>
<td>Springer and Ashworth – Large group seminar with small group breakout sessions <strong>Reminder: Apply for graduation by 2/1</strong></td>
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<tr>
<td>2/6</td>
<td>Short Range Planning continued Small Group Meeting</td>
<td>View video on OAKS Discuss requirements with supervisor <strong>Long Range Plan Due</strong></td>
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<td>2/13</td>
<td>Evaluating your teaching effectiveness: Progress monitoring ideas for the real world Video &amp; Reflection Assignment Large Group Seminar</td>
<td>Ashworth – Large group seminar</td>
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<td>2/20</td>
<td>Presidents Day – No Seminar</td>
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<td>2/27</td>
<td>Completing the Candidate Work Sample (CWS) Requirement; IEP Requirement Large Group Seminar</td>
<td>Ashworth – Large group seminar</td>
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<td>3/6</td>
<td>College of Charleston Spring Break – No Seminar</td>
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<td>3/13</td>
<td>No Seminar</td>
<td>Midterm Evaluations are due this week</td>
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<td>3/17*</td>
<td>* RESUME DEVELOPMENT SESSION * Full Day OSSC Mandatory Event</td>
<td>Video Lesson and Reflection Due</td>
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<td>Friday</td>
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<td>3/20</td>
<td>Capstone Standards Based Reflective Essay</td>
<td>Springer and Ashworth– Large group seminar with small group breakout sessions</td>
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<td>Large Group Seminar</td>
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<tr>
<td>3/27</td>
<td>Partnerships with Paraprofessionals, Parents &amp; Others</td>
<td>Springer and Ashworth– Large group seminar with small group breakout sessions</td>
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<td>Large Group Seminar</td>
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<td>4/3</td>
<td>Follow-up on CWS and IEP Requirement</td>
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<td>Small Group Meeting</td>
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<td>4/6*</td>
<td>*** TEACHER EMPLOYMENT EXPO ***</td>
<td>OSSC Mandatory Event</td>
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<td></td>
<td>Thurs.</td>
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<td>4/10</td>
<td>School District Spring Break – No Seminar</td>
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<td>4/17</td>
<td>Insights from the field</td>
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<td>Large Group Seminar</td>
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<td>4/24</td>
<td>Celebration at Dr. Springer’s home</td>
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<td>5/1</td>
<td>*** TRANSITION TO THE PROFESSION CONFERENCE ***</td>
<td>OSSC Mandatory Event</td>
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<td><strong>Standards-Based Reflection Essay, CWS, LRP, IEP, Documentation of IEP Meeting Attendance, Lesson Plans, Intern Notebook</strong></td>
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<tr>
<td>Finals Week</td>
<td>Meet with Supervisor Individually – No Seminar</td>
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COURSE POLICIES AND PROCEDURES

Course policies and procedures apply to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

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<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
<tr>
<td>Letter Grades</td>
<td>Percentage Range</td>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>91-92%</td>
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<td>B+</td>
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<td>D-</td>
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2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice
3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook. Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: http://writing.wisc.edu/Handbook/QPA_paraphrase.html, https://www.indiana.edu/~istd/example1paraphrasing.html, and http://owl.english.purdue.edu/owl/resource/619/01/

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

   Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.
Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.

- ETC1: Understanding and valuing the learner
  - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
  - Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
  - Standard III: Evidence a variety of strategies that optimize student learning
  - Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- ETC3: Understanding ourselves as professionals
  - Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
  - Standard VI: Communicate effectively with students, parents, colleagues, and the community
  - Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society
Field Experience Guidelines
Special Education Program
College of Charleston

In addition to the Field Experience Agreement Form that you signed for the School of Education, the following guidelines apply to the Special Education Program:

1. You may not apply or witness corporal punishment with students.

2. You may not transport students in your personal vehicle.

3. You may not contact students’ parents in Field Experiences I or II unless it is with a letter approved by your cooperating teacher and college instructor for the purpose of completing course assignments.

4. You may not disclose information about students with disabilities, or other students in your field placement, to persons not authorized to have that information.

5. All course assignments that relate to students, teachers, or school information should use pseudonyms (alternative names).

6. All course discussions concerning students, teachers, or schools will be for the purpose of education and professional development and should not identify those students, teachers, or schools by name.

7. If you witness an incident with a student that is potentially illegal, you must report this to your course instructor and either the cooperating teacher or the principal of the school immediately. Document the incident in writing and do not disclose it to unauthorized persons.

8. You are expected to conduct yourself according to the Council for Exceptional Children Code of Ethics and Standards of Practice.

http://www.cec.sped.org/Standards