

**Student Teaching Experience: Mild/Moderate  
Special Education 5200/6200  
Spring 2020, GC 1570**

**Scheduled seminar dates:** January 9<sup>th</sup>, January 23<sup>rd</sup>, February 13<sup>th</sup>, March 19<sup>th</sup>, and April 9<sup>th</sup>

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**Overview and purpose:**

Student teaching is the culminating experience of the special education program. Special Education 5200/6200 requires the teacher candidate to participate as a full time teacher in a public school setting with students with mild/moderate disabilities for a minimum of 400 hours. The hours must be completed in the 12-week period between **Monday, January 13<sup>th</sup> and Friday, April 24<sup>th</sup>**. Participation in the seminar is required for completion of student teaching.

The purpose of student teaching is to provide the teacher candidate with practical experiences as a special education classroom teacher. These experiences include planning, delivering and managing instruction; performing formal and informal assessment; managing classroom behavior; collaborating with teachers, parents, administrators, and other professionals; and organizing and working in the school environment. The seminar provides opportunities to reflect on the experience, learn additional skills, and share ideas on teaching.

**Teacher Candidate Outcomes:**

Upon completion of student teaching, the teacher candidate will be able to demonstrate the following competencies:

1. Professionalism: The teacher candidate will practice and utilize CEC code of ethics and standards for professional practice. In addition, the teacher candidate will show professionalism and courtesy working with University of Utah and student teaching placement's faculty and staff.
2. Assessment: The teacher candidate will perform accurate and extensive assessment in a timely manner. This includes, but is not limited to:
  - Identifying appropriate student for assessment
  - Dissemination of correct district forms for prior notification
  - Timely and accurate assessment of students' skill levels
  - Appropriate evaluation of assessment results
  - Presentation of results to parents and team members
  - Development of IEP goals based on assessment results
  - Conducting the IEP meeting
3. Collaboration skills: The teacher candidate will be involved in appropriate collaboration with University of Utah faculty, school colleagues and stakeholders, parents, professionals and classmates.
4. Teaching: The teacher candidate will competently teach in a special education setting. Skills include, but are not limited to; appropriate pacing of lessons, implementation of prompting and cueing, maintaining attention of students by using engagement strategies, clearly stating objectives of the lesson, questioning or providing feedback, conducting activities that relate sequentially to objectives, conducting group and individual instruction and progress monitoring, accommodating diverse needs, progress monitoring and assessment of student performance.
5. Classroom/behavior management: The teacher candidate will be able to develop and use appropriate classroom management techniques. This includes managing the environment of the classroom. In addition, the student will demonstrate ability to assess and change problematic individual behavior.
6. Organization: The teacher candidate will maintain and effectively use tools to organize their time, materials and work space.

## Field Requirements: Teacher Candidate Roles and Responsibilities

1. Placement in student teaching is a full time internship requiring a licensed Utah cooperating teacher to supervise contract hours of instruction documented by a log of hours sheet provided by the university supervisor and initialed weekly by the cooperating teacher. The teacher candidates must reach a minimum of **400 total hours**. The teacher candidate will be at their site placement *20 minutes before the first bell of the day and 20 minutes after the final bell*.
  - a. The teacher candidate is expected to make contact with their cooperating teacher by **January 12<sup>th</sup>, 2020**.
  - b. The teacher candidate will spend a maximum of two weeks observing and learning classroom routines and procedures in the cooperating teacher's classroom beginning on **January 13<sup>th</sup>, 2020**.
  - c. The teacher candidate will spend their time teaching and providing intervention, conferencing with parents or professionals, lesson preparation, and providing assessment and evaluations, and any other task that the cooperating teacher sees beneficial to the teacher candidate's growth.
  - d. Student teacher candidate will be expected to be at school every day of student teaching. The teacher candidate will follow the holiday schedule of their **school of placement**, not the holiday schedule of the University unless otherwise arranged. The **cooperating teacher and university supervisor** must be notified of any absence from the school.
    - \*Students will be excused from school duties to attend up to 2 scheduled appointments for employment interviews.
    - \*Teachers may be excused to attend one teacher recruitment fair, date to be announced.
  - e. The teacher candidate must attend all scheduled meetings of their cooperating teacher which includes, but not limited to; faculty meetings, parent teacher conferences, team meetings and IEP meetings.
  - f. The teacher candidate will ensure access to groups of students and provide instruction in multiple content areas, e.g., reading, writing, and math, under the direction of the cooperating teacher.
2. The teacher candidate will schedule a minimum of eight site observations during field placement. Please schedule out all of your observations and meetings for the semester immediately :
  - a. Each teacher candidate will be observed a **minimum of four** times by the **university supervisor** while actively engaged in explicit instruction activities.
  - b. Each teacher candidate will also be observed a **minimum of four** times by the **cooperating teacher** while actively engaged in explicit instruction activities.
  - c. *The teacher candidate will be responsible for scheduling all observations.* These scheduled observations must be made at least **one week in advance of the observation**. Suggested completion dates are listed on the student teaching calendar.
  - d. Recommendations and feedback for improvement will be made following the observation. **Time must be allowed for the university supervisor to meet with the teacher candidate immediately following the observation.** Progress toward teacher candidate outcomes will be noted throughout the practicum.
3. The teacher candidate will videotape one 10-15 minute direct instruction lesson. The teacher candidate and the cooperating teacher will watch the video and reflect upon the teacher candidate's instructional practices using an observation evaluation form provided by your university supervisor. The teacher candidate will **submit the video**, a copy of the teacher candidates and the cooperating teachers completed **evaluation observation form**, and a **copy of your weekly lesson plan** to the university supervisor.
  - a. This activity will count as one of your formal university supervised observations for a total of 10 observations.
  - b. Videos will be submitted to the university supervisor on a flash drive or on GoReact by **February 28<sup>th</sup>, 20120**.
4. The teacher candidate is expected to demonstrate a high level of professionalism at their practicum placement (please refer to the Department of Special Education Student Handbook).
5. The teacher candidate must attend all seminar sessions and any additional observations or presentations scheduled by the university faculty.
6. The teacher candidate will schedule a mid-term evaluation after the university supervisor and the cooperating teacher have completed the second observation. The university supervisor and cooperating teacher do not

need to formally meet at this time, unless there are concerns that need to be addressed. The mid-term evaluation must be completed by **February 28<sup>th</sup>, 2020 (if needed)**.

7. *The teacher candidate will schedule a final evaluation meeting with the university supervisor and cooperating teacher following the final observation.* This appointment must be made in April and allow for a 30 minute meeting.

**NOTE: If teacher candidates fail to schedule or meet appointments they will receive no credit for this course.**

### Field Assignments: Teacher Candidate Roles and Responsibilities

#### •Lesson Planning and Reflections:

The following three items will be turned in WEEKLY on Canvas. Each item is due on Fridays by 11pm. You are *required* to turn in 10 weeks out of the 12 weeks (one “pass” for Spring Break). Each item is worth 5 points for a total of 15 points each week. Each lesson plan is worth 5 points for a total of 50 points. The weekly lesson plan, individual student evaluation, and goal sheet will be submitted on canvas by 5pm on the following dates:

-Friday, February 7	-Friday, March 6	-Friday, April 3
-Friday, February 14	-Friday, March 13	-Friday, April 10
-Friday, February 21	-Friday, March 20	-Friday, April 17
-Friday, February 28	-Friday, March 27	-Friday, April 24

- 1) The teacher candidate will complete a weekly lesson plan template **in detail for a minimum of one group**. The teacher candidate will use the instruction log from the practicum semester or a teacher-planning book to plan for the remaining groups that she/he is responsible for instruction. Daily lesson planning should begin **as soon as you are responsible for group instruction and no later than January 27<sup>th</sup>, 2020**. You are *required* to turn in 10 weeks out of the 12 weeks (one “pass” for Spring Break). Each Weekly Lesson Plan is worth 5 points for a total of 50 points.
  - 2) Weekly Individual Student Evaluation: The teacher candidate will complete an instruction evaluation form each Friday. The teacher candidate will identify key information to reflect the effectiveness of their instruction. **All assessment artifacts including DIBELS notebooks, progress monitoring protocols, etc., need to be included. A separate tab is recommended for these artifacts. If the teacher candidate is using an online data system for progress monitoring, please provide a printed copy of the last protocols and current graph.**
    - a. The Individual Student Evaluation portion of your notebook should begin no later than February 3<sup>rd</sup>, 2020 and continue for no less than 10 weeks (out of a total of 12 weeks). Each student evaluation is worth 5 points for a total of 50 points.
    - b. Two of the four on-site observations will be with the group you have chosen for Individual Student Evaluation.
  - 3) Weekly Goal Sheet: The weekly goal sheet must be completed with your cooperating teacher. This is meant to provide an opportunity to discuss and collaborate with your cooperating teacher each week. The goal sheet **MUST** be signed by both you and your cooperating teacher to receive credit. Each Weekly Goal Sheet is worth 5 points for a total of 50 points.
- Student teaching binder: Your student teaching binder will be reviewed at each observation. It should be complete and up to date at all times so your university supervisor and cooperating teacher can view it at any time during the semester. Follow the heading provided for the tabs in your binder.
    - a. Student teaching license: A copy of the license must be given to the principal, and a copy must be kept in the practicum binder.
    - b. Classroom management plan: During each observation, the university supervisor will assess the use of effective behavior principles including use of expectations, reward and reinforcement systems, and overall classroom management.
      - i. The teacher candidate will obtain a disclosure statement from their cooperating teachers that discuss their current classroom management plan. The teacher candidates are asked to implement this plan with each of their own groups.
      - ii. It is recommended for the teacher candidate to have a list of their own expectations paired with reinforcement strategies that they are comfortable implementing (approved by

- cooperating teacher). **These expectations should be posted at all times during instruction.**
- c. Hours log: The teacher candidate will keep track of their daily hours using the log supplied by the university supervisor. **Logs must be initialed weekly by the cooperating teacher** and will be checked by the university supervisor at each observation.
  - d. Meeting log: The teacher candidate will keep a running log of each meeting that they attend.
  - e. Parent log: The teacher candidate will keep a running log of each time they have contact with a student's parent. This included notice of meetings, IEP meetings, parent teacher conferences, and any other times you formally or informally discuss a student with a parent.
  - f. Weekly lesson plans: Use template provided on canvas. Keep these up-to-date each week.
  - g. Instruction evaluation forms: Use template provided on canvas. Keep these up-to-date each week.
  - h. Instruction evaluation supporting documents: Teacher candidates will include all progress monitoring data and protocols in this section.
- Practice IEP: The teacher candidate will complete a practice IEP using a case study given to them by the university supervisor. The practice IEP must be completed by **January 23<sup>rd</sup>, 2020**.
  - Portfolio: The teacher candidate will prepare a teaching portfolio demonstrating skill competency. The components of this portfolio will reflect the mild/moderate program outcomes. A list of the components will be provided. A minimum of one artifact demonstrating each of these areas should be included in the portfolio. Portfolios will be submitted and presented in class on **March 19<sup>th</sup>, 2020**.
  - Formal assessment & IEP: The teacher candidate will perform accurate and extensive assessment in a timely manner (see student outcomes) with the assistance of their cooperating teacher. At the completion of the assessment and IEP meeting, the teacher candidate and the cooperating teacher will reflect on the performance of the teacher candidate using the evaluation form provided by the university supervisor. The teacher candidate will submit a copy of their Formal Assessment and IEP development form by **April 9<sup>th</sup>, 2020**.

**Grading Procedures:**

Field assignments: The teacher candidate must complete all field assignments according to the assignment rubrics. If an assignment rubric is marked unsatisfactory the teacher candidate will be given an opportunity to revise the assignment and resubmit to the university supervisor until a satisfactory marking is achieved.

Field Observations: Teacher candidates will be provided feedback on areas of strength and areas for improvement during each observation. A mild/moderate teacher candidate observation form will also be completed at each observation. **Teacher candidates must receive a total of 10 out of 12 points by the final observation to be recommended for licensure.** The cooperating teacher and the university supervisor will determine if additional observations may be scheduled.

Field placement evaluation: Teacher candidates will be evaluated using the Utah Teacher Candidate Performance Assessment and Evaluation (PAES) in conjunction with Utah Effective Teaching Standards. At conclusion of student teaching, a PAES will be conducted with the teacher candidate, the cooperating teacher, and the university supervisor. The cooperating teacher and the university supervisor will use completed field observations to determine the teacher candidate's level of performance.

Overarching Category	Minimum Score
	<ul style="list-style-type: none"> <li>- <b>at least a "3" for 80% of items within each section</b></li> <li>- <b>no "0" for any item</b></li> <li>- <b>"Yes" to Both Standard 10 questions</b></li> </ul>
The Learner and Learning	14
Instructional Practice	26
Professional Responsibility	7
Standard 10 (Y/N questions)	4 - Yes to Both Questions
<b>Total</b>	<b>51 points</b>

**\*\*\*A minimum of 51 total points is required for licensure as well as to obtain Credit for the class. Failure to reach 51 points will result in a grade of No Credit and licensure will not be awarded. \*\*\***

Final Grade: The final grade for the course work in this field study is recorded as Credit or No Credit. To receive credit (CR), teacher candidates must complete **ALL** the field assignments, observations and final evaluation with satisfactory markings, as stated above. Failure to complete any of the assignments listed above will reflect in a NC grade. A teacher candidate will receive no credit (NC) for the following reasons: (A) earning less than satisfactory ratings for the field work; an average of 80% on all assignments is required for satisfactory ratings; (B) personal conduct that does not meet established professional standards, as determined by the university supervisor and the cooperating teacher; (C) failure to meet the 400 hour requirement for the practicum, resulting in insufficient opportunity for the student teacher to meet the student teaching competencies and/or; (D) receiving unsatisfactory recommendations on the end of semester Comprehensive Evaluation form.

***NOTE: An incomplete grade will be given only in extreme situations and in accordance with University of Utah policies.***

### **Additional Course Expectations**

#### Classroom Etiquette

The teacher candidate's attendance and participation are essential for a successful practicum. If a seminar is missed it is the responsibility of the teacher candidate to contact the instructor beforehand and to obtain all notes, handouts, and assignments missed. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when the instructor, guest speakers, or other teacher candidates are talking.

This course is designed to have high levels of participation for discussion and problem solving. It is expected that each teacher candidate will participate in every class session by either responding to questions or initiating comments or questions about the class presentation or discussion.

#### Canvas

All materials for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via e-mail through Canvas. ***Teacher candidates enrolled in this course must have access to an e-mail account (supplied free by the university), and access e-mail on a consistent basis.*** The instructor is not responsible for teacher candidates missing information due to "not checking e-mail."

#### Instructor Communication

The teacher candidate is expected to e-mail or phone the instructor *well in advance* of deadlines to ensure any questions are answered. Emails or phone calls after 5 PM will typically not be responded to until the next day. Emails or phone call on Friday after 4:00 PM will typically not get a response until Monday. **On occasion, the instructor may respond to emails in the evening or on weekends but this should not be expected.** Please plan ahead for this and do not wait until the last minute for assignment or course related needs. Typical response time to email is 48 hours. If you do not hear from me within that time, please feel free to resend your email.

#### Appropriate Language

Teacher candidates are expected to use person first language during class discussion and in written work. Please avoid phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts people first, for example, "the student with a severe disability" or "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

#### Confidentiality

In this class, it is expected that the rights to confidentiality afforded to students and their families will be protected. Often in class we will discuss individual students, assessment situations, and outcomes. The teacher candidate's experience with students and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people in class to identify the student (e.g. name,**

school, age, parents name, etc.).

### Accommodations for Teacher Candidates with Disabilities

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

### Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### Student Names and Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

### University of Utah Policy on Student Conduct:

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as Vietnam veteran, or person with a disability. The Department seeks to provide equal access to all programs, services and activities for people with disabilities. Reasonable prior notice is needed for any accommodations. Please notify the instructor during the first class session if you require any adaptations or accommodations in the presentation of course information or in the course assignments or activities. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action 581-8365.

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor's permission.
- Adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating,*

*misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct.

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

