

SP ED 5200/6200 : Student Teaching Experience
Mild Moderate Disabilities
Spring 2023

Student Teaching Seminars: January 12 th , February 19 th , March 16 th , and April 13 th 4:35-7:05 in SAEC 2147
PPAT Seminars: January 27 th , February 24 th , March 17 th 4:30-5:30 via Zoom
Instructor: Julia Fleming Cell: (307) 690-4488 E-mail: falcey.julia@utah.edu (preferred method of communication) <i>* Office hours by appointment*</i>

Course Description:

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 **Tuesday, January 17th and Friday, April 21st**. 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. 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. 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. The teacher candidate will be involved in appropriate collaboration with University of Utah faculty, school colleagues and stakeholders, parents, professionals and classmates.
 4. The teacher candidate will competently teach in a special education setting that accesses the Common Core State Standards (CCSS). 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. 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. The teacher candidate will maintain and effectively use tools to organize their time, materials and work space.
 7. The teacher candidate will describe culturally responsive teaching for culturally linguistically diverse (CLD) students by developing an explicit lesson plan that incorporates principles and strategies to assist CLD learners with specific learning needs.

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 (40 hours/week)**. The teacher candidate will be at their site placement during teacher contract hours *20 minutes before the first bell of the day and 20 minutes after the final bell*.
 - a. If appropriate, 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 17th, 2023**.
 - b. 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.
 - c. 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.

- d. 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.
- e. 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. **Observations:**

The teacher candidate will schedule a minimum of eight site observations (in-person observations and/or virtual observations) during field placement. Please schedule out all of your observations and meetings for the semester immediately in the assignment in Canvas:

- a. Each teacher candidate will be observed a **minimum of five** times by the **university supervisor** while actively engaged in explicit instruction activities.
- b. Each teacher candidate will also be observed a **minimum of three** times by the **cooperating teacher** while actively engaged in explicit instruction activities.
- c. *The teacher candidate will be responsible for scheduling all observations. All observations are required to be scheduled out for the semester in the first week of class. Suggested completion dates are listed on the student teaching calendar.*
- d. *Lesson plans for University Supervisor observations are due on Canvas 24 hours prior to scheduled observation. (For example, the lesson plan for your first US observation will be uploaded to "US Observation 1"; the lesson plan for your second observation will be uploaded to "US Observation 2")*
- e. 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.
- f. Teacher candidate is expected to have access to the following during the University Supervisor's observations.
 - i. 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. 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.**

- ii. 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.
 - iii. Meeting log: The teacher candidate will keep a running log of each meeting that they attend.
 - iv. 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.
 - v. Weekly lesson plans: Use template provided on Canvas. Keep these up-to-date each week.
 - vi. Instruction evaluation forms: Use template provided on Canvas. Keep these up-to-date each week.
 - vii. Instruction evaluation supporting documents: Teacher candidates will include all progress monitoring data and protocols in this section.
3. The teacher candidate is expected to demonstrate a high level of professionalism at their practicum placement (please refer to the College of Education Policy Regarding Professional Practice, located on pg.).
 4. The teacher candidate must attend all Student Teaching Seminars, PPAT seminars, and any additional observations or presentations scheduled by the university faculty.
 5. 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 **March 6th, 2023 (if deemed necessary by University Supervisor and/or Cooperating Teacher)**.
 6. *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 will be uploaded to Canvas on Sundays by 11pm (**starting February 5th**). You are *required* to turn in 10 weeks out of the 12 weeks (you choose). Each item is worth 5 points for a total of 15 points each week. The weekly lesson plan, individual student evaluation, and goal sheet will be submitted on canvas by 11pm on the dates listed in Canvas.

- 1) Weekly Lesson Planning: 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 they are responsible for instruction. Daily lesson planning should begin ***as soon as you are responsible for group instruction and no later than January 30th, 2023.***
- 2) Weekly Individual Student Evaluation: The teacher candidate will complete an instruction evaluation form each week. 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 **January 30th, 2023** 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 Check-In Sheet: The weekly check-in 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 Check-In Sheet is worth 5 points for a total of 50 points.

- Alternate Setting Hours: As you are working towards a K-12 teaching license, it is required that you have exposure to both elementary and secondary settings. A total of 30 hours in the alternate setting is required to be recommended for licensure. **Due by April 21st, 2023.**

****Only required for teacher candidates remaining in the same placement for Fall and Spring****

- Formal Assessment & IEP: The teacher candidate will perform accurate and extensive assessment in a timely manner, 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 on Canvas. The teacher candidate will submit a copy of their Formal Assessment and IEP development form by **April 7th, 2023**.

Course 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 complete all observations and receive a total of 51 out of 64 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.

Student Teacher Summative 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"> - at least a “3” for 80% of items within each section - no “0” for any item - “Yes” to Both Standard 10 questions
The Learner and Learning	14
Instructional Practice	26
Professional Responsibility	7
Standard 10 (Y/N questions)	4 - Yes to Both Questions
Total	51 points

******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. ******

Foundations of Reading Exam: Teacher candidates should have already registered for/taken the Foundation of Reading Exam to complete program requirements for graduation and Utah

licensure. When you receive your score report, please upload a copy to Canvas and send to Kaitlin Lindsey at k.lindsey@utah.edu so she can add it to your licensure file. Vouchers for the exam were emailed by the USBE to individual students during Fall semester and will cover the cost of the exam. *Do not register for the exam without the voucher as you will be held financially accountable and will not be reimbursed.*

PPAT Assessment: Effective September 1, 2021 all teacher education programs in the state of Utah must comply with state mandates for performance assessments as a component of recommendations for licensure. The University of Utah uses Praxis Performance Assessment for Teachers (PPAT) as its performance assessment to fulfill the Utah State Board of Education requirements for professional teaching licensure. Every Teacher Candidate must participate in PPAT. Every Teacher Candidate must complete all PPAT Tasks to be recommended for a license, as per the USBE. This process has been vetted through your school district and expectations for permissions, requested information, and videotaping have been shared with leadership at the district level.

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 (including PPAT, if applicable), 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 Summative Evaluation form.

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

Course Policies

1. **Canvas Use:** All assignments must be submitted electronically in Canvas. Teacher candidates are also expected to check their e-mail and course announcements daily. *It is your responsibility to double-check your submissions to ensure that they load accurately, are the correct assignment, represent the most current version of your work, etc.*
2. **Language about Disability:** In alignment with APA writing standards, students are expected to use person-first language in class discussion and in written work. However, it is equally important to respect self-advocates use of identity-first language. Furthermore, students are expected to avoid, and challenge, ableist language (e.g. “crazy”, “stupid”, “dumb”, “lame”, etc.).

3. **Professionalism:**

- a. *Attendance and Punctuality:* As mentioned above, you are required to fulfill a full-time teaching schedule. This includes a minimum of 20 minutes before, and 20 minutes after contract hours for preparation activities. If this impedes your ability to get to campus for class, an alternative preparation schedule can be arranged. Repeat absences and tardiness could trigger disciplinary actions, so communicate any changes to your planned schedule with both the cooperating teacher and myself.
- b. *Dress:* You are expected to read the handbook of your placement school and/or district and follow their specific dress code. If it is not explicitly stated, take note of how the teachers in the building are dressing (particularly those in your room) and follow suit.
- c. *Communication:* Teacher candidates are encouraged to work directly with their cooperating teacher as a first attempt to solve a classroom or student issue in order to avoid potential conflicts. If that does not address the issue, please contact me as soon as possible so we can determine the appropriate next step. Similarly, candidates are asked to come directly to me regarding questions or concerns with your placement or supervision experience before going to others (e.g. peers, course instructors, program coordinator, chair, etc.). Please encourage those, in the schools and at the university, who come to you with concerns to speak instead to their immediate supervisor. The sooner we can appropriately address an issue, the better your experience will be!
- d. *Use of Electronic Devices:* This course requires students to capture examples of their teaching on video. Additionally, teacher candidates may use electronic devices to collect data, capture student work, set timers, etc. If devices are not used to work with students, teacher candidates are expected to put them away while in the classroom.

University Policies

1. ***The Americans with Disabilities Act.*** 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.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more

information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

- 3. 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).
- 4. Undocumented Student Support Statement.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
- 5. Drop/Withdrawal.** Please visit the Office of the Registrar's website to access up-to-date information about the University's withdrawal policy and applicable dates.
<https://registrar.utah.edu/handbook/withdrawal.php>
- 6. 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 UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email 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.
- 7. Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to

succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at wellness.utah.edu or 801-581-7776.

- 8. *Policy on Student Plagiarism.*** Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, *plagiarism* means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student's file. For more information on ways to avoid plagiarizing, see the Department of Special Education Student Handbook.

- 9. *Policy on Incomplete Assignments and Deadlines.*** According to the University of Utah's official "Incomplete" Policy, the mark "I" (incomplete) shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" should be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" should not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, they must be registered (either as a regular student or for audit) in the semester in which they attend.

Furthermore, teacher candidates are required to complete and submit all assignments on time as this reflects the demands of the profession. Late submissions are **ONLY** accepted in circumstances well beyond the control of the teacher candidate, and have been discussed/negotiated with the instructor.

College of Education Policy Regarding Professional Practice

The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license. Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure.

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. (i.e., UETS, CAEP, USBE). Education professionals must possess the maturity required for the full utilization of their intellectual abilities, for the exercise of good

judgment, and for the development of effective relationships with students, parents and colleagues. Education professionals must be good communicators and role models and possess qualities of compassion, integrity, concern for others, commitment, motivation and teamwork. Education professionals must develop mature, sensitive and professional and effective relationships with students of all genders, ages, races, lifestyles, sexual orientations, abilities, language, and cultural backgrounds, as well as with their families, with other teachers and administrators, and with all members of the learning and working community. Education professionals must be self-reflective and have the ability to assimilate appropriate suggestions and criticism and, if necessary, respond by modifying their behavior. Education professionals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the teaching environment. Actions that violate the standards for education professionals include but are not limited to:

- Verbally destructive or inappropriate, physically aggressive and/or unprofessional behavior toward course instructor(s) or teachers, classmates;
- Inappropriate, destructive, aggressive, or unprofessional behavior towards instructor(s), classmates, or professionals in the field in writing (e.g., electronic communications by cell phone/text, email, blogging, Facebook, and/or other social network communications).

As a professional preparation program, we reserve the right to recommend, or fail to recommend, teacher candidates for licensure based upon a series of stated criteria, including the dispositions for teaching set forth in this policy. This policy applies to all students completing prelicensure coursework in the College of Education at the University of Utah.

In the event that a course instructor or clinical placement advisor develops concerns about a licensure candidate's disposition for teaching, those concerns will be presented in writing to the candidate. The candidate may provide a written response to the concerns. The instructor memo as well as the candidate's response (if there is one) is then sent to the Faculty Advisory Committee on Teacher Education (FACTE). The committee will consider the instructor's concerns, the response from the candidate, and write a consensus opinion of the concerns.