**SPE 591**

**Student Teaching: Special Educator Role 1-6**

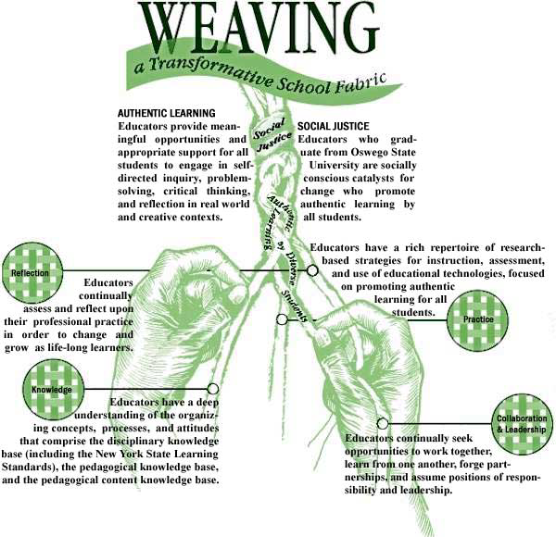
**Course Description**: This course provides an extended supervised, full-time field-based experience in the special educator role (10 weeks, 400+ hours in school-based service). Graduate candidates (with a prior certificate in Childhood education) integrate knowledge of development, pedagogy, assessment, and research to provide appropriate special education services to students with diverse disabilities (grades 1-6). Each candidate will develop and demonstrate key competencies for beginning special educators (Council for Exceptional Children) related to program planning, collaboration and management, assessment, curriculum and instruction (including use of technology), managing learning environments and professional development as they relate to delivering effective programs for students with disabilities in typical public schools, including general education classes.

**Objectives**: Upon successful completion of this course, these graduate candidates will be reflective practitioners who will demonstrate that they meet national standards (Council for Exceptional Children) for beginning special educators.

1. Demonstrate an understanding of both unique and shared roles and responsibilities of special educators as members of instructional teams, as well as school and district level teams/committees. (PRACTICE, COLLABORATION)
2. Demonstrate advocacy and leadership to support the participation and learning of students with a variety of learning characteristics in inclusive classes and the general education curricula. (COLLABORATION, SOCIAL JUSTICE)
3. Demonstrate ability to plan on both a daily and long-range basis using central concepts of the NYS Student Learning Standards, Individual Education Programs (IEPs), Universal Design for Learning, tools of inquiry, and structures of the disciplines to develop meaningful learning experiences appropriate for the full range of pupils’ developmental, educational, cultural, and linguistic needs. (AUTHENTIC LEARNING, PRACTICE, SOCIAL JUSTICE)
4. Demonstrate ability to use formal and informal assessment data to plan and provide appropriate and powerful individualized instruction in priority areas for special educators (i.e., development of student literacy abilities, positive behaviors, and functional skills). (AUTHENTIC LEARNING, SOCIAL JUSTICE)
5. Use a variety of authentic instruction and support strategies including educational practice for accomplishment of learning outcomes in all areas of the curriculum, including IEP goals. (AUTHENTIC LEARNING, TECHNOLOGY, SOCIAL JUSTICE)
6. Identify and implement assistive technology tools to enhance access and learning for students with disabilities in the general education curriculum and IEP priorities. (AUTHENTIC LEARNING, TECHNOLOGY, SOCIAL JUSTICE)
7. Create a learning environment through motivational strategies that encourages positive social interactions and active engagement in learning for all students. (COLLABORATION, PRACTICE)
8. Support students’ physical, social, emotional, aesthetic, and intellectual development. (AUTHENTIC LEARNING)
9. Use and interpret multiple appropriate assessments to identify individual needs, monitor students’ development and ensure continuous intellectual, social, and physical growth. (AUTHENTIC LEARNING, PRACTICE, SOCIAL JUSTICE, COLLABORATION)
10. Organize and efficiently manage time, space, records, and learning materials to fulfill relevant professional responsibilities (i.e., instruction, assessment, committee participation and leadership). (PRACTICE, SOCIAL JUSTICE, COLLABORATION)
11. Collect, analyze, and reflect upon the choices and actions made by the teacher candidate and others in the learning environment and seek professional development opportunities. (SOCIAL JUSTICE, REFLECTION)
12. Demonstrate effective collaboration and leadership skills in relationship with students, teachers, paraeducators, related service providers, administrators, other staff members, and parents and agencies in the larger community to support students’ learning and well-being. (PRACTICE, COLLABORATION, SOCIAL JUSTICE)
13. Develop or expand a professional teaching portfolio that highlights professional competencies, experiences and accomplishments specific to the special educator role. (PRACTICE)
14. Share findings from data-based instruction/ intervention for students with disabilities (planned and implemented during field experience) with a professional audience (e.g., conference presentation, conference, submit manuscript for publication to professional journal (AUTHENTIC LEARNING, COLLABORATION)
15. Engage in systematic reflection, collaboration, and professional growth opportunities in order to inform and improve instruction and student learning. [Collaboration, Leadership, Reflection, Social Justice]

***Grading***

The student teaching grade is determined by the college supervisor in consultation with the cooperating teacher. The grade is reported as either Satisfactory (S) or Unsatisfactory (U). In order to receive an S, you must acceptably meet and complete all requirements and assignments indicated in this syllabus and demonstrate an acceptable performance as reported by your cooperating teacher. There is no final exam for this course. Incomplete grades are given only in exceptional cases such as a major health issue or a death of an immediate family member (i.e., mother, father, brother or sister).



***Attendance***

1. Be at the placement every day that the school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which you are assigned.
2. Work the same hours and schedule, and perform the same duties as the cooperating teacher.
3. Attend faculty meetings, parent conferences, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.
4. In case of absence or tardiness due to illness or other unavoidable emergency:
5. Call the college supervisor, your cooperating teacher, and the school—if school policy requires—as soon as possible, but no later than one hour before school starts on the day of the absence.
6. Arrange immediate delivery to your cooperating teacher of any materials in your possession that will be necessary for instruction the day of your absence.

Intellectual Integrity

Your supervisor and SUNY Oswego are fully committed to intellectual integrity. In completing assignments for this course, it is expected that you will adhere to standards of intellectual integrity. Among the instances when intellectual integrity may come into play are when you cite sources, credit others’ work, and represent work as your own. If you have questions or issues you would like to raise about intellectual integrity, please consult your supervisor. She will make sure you are able to comfortably meet these standards. Any form of intellectual dishonesty is a serious concern and, therefore, prohibited. The full policy and additional resources regarding intellectual integrity are found at <http://www.oswego.edu/integrity>.

###### **Disability Services**

SUNY Oswego and your supervisor are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability. If you have a disabling condition, which may interfere with your ability to successfully complete this course, please contact the Disability Support Services (DSS) located at 155 Campus Center, phone 315-312-3358, email [dss@oswego.edu](mailto:dss@oswego.edu). For further information, see their website at: [www.oswego.edu/dis\_svc/](http://www.oswego.edu/dis_svc/).

Requirements:

***Professionalism***

1. Present yourself as a teaching professional in all school venues and with all members of the school community. In particular, (a) use respectful language, (b) restrict conversation to appropriate topics, (c) maintain confidentiality regarding students and their families, and (d) use technology (i.e., computer, cell phone, I-pad) for the sole purposes of teaching and learning except during your lunch or other free time.
2. Maintain professionalism outside of the classroom. In particular, (a) maintain confidentiality regarding students and their families, and (b) keep your social media sites private and unavailable to students and others.

***Communication***

1. *With Cooperating Teacher:*  Determine, through a discussion with your cooperating teacher, his or her preferred times and means for communicating (daily and weekly) both within and outside of the classroom. Abide by these stated preferences.
2. *With Supervisor:*
3. Communicate with your supervisor on an as-needed basis by email or cell phone.
4. Initiate contact with supervisor weekly to schedule face-to-face meetings and observations.
5. Respond to all communications from your cooperating teacher and supervisor without delay (same day).
6. Report any issues or concerns to your cooperating teacher and/or supervisor as they arise.

***Instructional Plans***

You must develop written lesson plans for all lessons you teach. Share these with your mentor teacher for approval at least 2 days prior to teaching. Use the required long lesson plan format for developmental reading instruction from SPE 515 for at least one lesson/ week, and for all lessons observed by supervisor.

Use *Understanding By Design* unit plan forms from SPE 504 for co-planned, co-taught UDL unit plan.

See:

<http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/stpage.html>

**SPE 515/ 591**

**Long Form Lesson Plan Format**

**Intensive, Small Group Guided Reading Instruction**

**Considerations based on Reflections from previous lessons:**

**Brief Summary of Student Abilities**

**Priorities for Instructional Focus and Support**

***Objectives:*** (include example support language to indicate likely level of support needed)

**Familiar Reading:**

**Today’s New Book**

**Title:**

**Guided Reading Level:**

**Decisions for Book Selection** See Chapter 6 Pinnell and Fountas. Consider both current abilities and how this new text may provide small doable opportunities to extend / broaden reading abilities.)

**Book Introduction** What do you need to teach/ preview to maximize student independence and success on her first read of this new text? Leave opportunities for problem solving during reading that the student can handle.

**During Reading**

What support do you anticipate, given student’s current abilities/ needs?  *INCLUDE POSSIBLE PROMPTS/REINFORCEMENTS from Prompting Guide FOR ALL PRIORITY AREAS (e.g., explicit language to support searching for and using information, word solving actions, self monitoring and self correcting, fluency)*

**After Reading**  This should be a conversation to support / extend a response/ interpretation—a “readerly” conversation, not a comprehension quiz. You may need to model as well as invite a response. You can also point out and reinforce and example of growing independence. A brief writing connection may also be appropriate, matched to your student’s abilities and needs. Emergent and early readers should reread short texts, especially if they have fluency needs. This may not make sense for more sophisticated early readers or transitional readers.

***Other Required Frames /Formats***

You must use the detailed planning process, including the forms from Janney & Snell , *Behavior Supports*, to facilitate the team’s Functional Behavior Assessment and Behavior Intervention Plan. Electronic files of these forms are available at:<http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/stpage.html>

***Required\*\*\* Weekly Activities***

See following chart for Recommended. Products related to all required activities (including weekly reflections on teaching) should be posted in ANGEL in your SPE 591 dropbox (e-portfolio) for your student teaching supervisor each week.

*\*\*\* These activities are required for all student teachers for the MSED Special Education program to ensure opportunities in a range of key competencies and roles as a special educator. However, your participation is not limited to these required activities. It is expected that you will become an active team member and participate in many additional roles and activities based on opportunities in your particular setting.*

***Professional Development Presentation/ Publication***

Each student teacher in the MSED Special Education program is required to present findings from data based instruction or intervention with an individual or group of students to a professional audience (e.g., conference, workshop, professional development event) or manuscript submitted for publication related to field based findings. Program faculty will facilitate presentation opportunity. This semester we will present to faculty at Millard Hawk Primary school on a Professional Development day (March 20 or 24, to be confirmed). Your SPE 540 professor, as well as your supervisor, will support your selection and preparation of your work for this presentation.

***Related Weekly Student Teaching Seminar Requirements (SPE 540)***

Most of your weekly module assignments for SPE 540, Leadership and Program Management for Special Educators, are grounded in your student teaching context. These include weekly implementation, analysis and reflection assignments related to your roles and responsibilities as a special educator. Post these assignments in ANGEL in your SPE 540 dropbox for your SPE 540 professor and classmates (other student teachers.) You will read and respond to one assigned partner’s products and reflections each week.

**SPE 591- Special Education Student Teaching**

# Required Activities and Products\*\*

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| **Week** | **Required Activities** | **Required Products**  **(Keep all products in your Binder)** |
| Week 1 | Shadow mentor  Support and observe students  Review IEPs and records  Write your own PLOP for 3 students, including the individual student who has the most intensive needs.  Identify general education co-teaching partner  Identify literacy and math groups for which you will assume responsibility  Review grade level Common Core curriculum in Literacy and Math & expectations for students with IEPs. | Present Levels of Performance for 3 students  Develop a “program-at-a-glance” for each of these 3 students  Schedule  Table/chart of all of your mentor’s students with IEPs including grade, expectations in the general education curriculum (same or modified), and summary of IEP priority areas. |
| Week 2 | Support students with IEPS in general education classes. Develop general adaptations for routine lesson structures/ activities. Consider use of SOLO 6 Reading software or other software  Observe and meet with related service providers for 2 students (including student with highest needs).  Individual literacy assessments for students in your literacy groups (e.g., LLI, DRAs, Phonics, Ph Awareness, HFW).  Assist with other routine assessments, if possible (e.g., literacy, math)  Attend child study team (building RTI team) meeting(s) | Write professional development goals for this placement in this setting based on opportunities and reflection on your strengths and areas for further development  Written summary—related service goals and implications for learning and participation throughout daily/weekly schedule and across curriculum.  Copies and Brief Summaries: individual literacy assessments (abilities and needs)  Write brief summary of steps for initial pre-referral & referral to CST. |
| Week 3 | Assume responsibility for planning and providing *expert, intensive instruction* in reading for at least one group of students (including students with IEPs).  Plan for and teach/co-teach other small groups as needed (e.g., math)  Keep records of student progress for literacy and other instructional groups (including IEP goals).  Plan for opportunities for formal assessments for identification or annual review.  Identify a student for IEP development.  Identify a student who needs instruction in a school routine or nonacademic skill (e.g., buying lunch, organizing materials). | Literacy lesson plans—one long form and others in short form.  Written reflections on 3 of first week’s literacy lessons.  Lesson plans (at least one long form).  Records of student progress |
| Weeks 4-5 | Continue above teaching (literacy, etc.) and support responsibilities. Assume responsibility for additional literacy groups.  Continue keeping records of student progress. Document and keep samples of student work in writing and general education with and without use of assistive software (SOLO 6)  Choose one student to focus on for planning focused regular class supports. Talk with classroom teacher and observe. Plan supports for two challenging regular class routines (can be specials). Share with team, including TA.  Assess, plan and implement instructional program for a student who needs instruction in a school routine or nonacademic skill. Share strategies with appropriate teammates (e.g., other teachers, TAs).  Identify opportunities to teach non fiction comprehension strategies in structured literacy groups.  Identify opportunities to addrss CORE CURRICULUM needs  Identify classroom teacher partner and unit topic (science, social studies or health) for co-planned differentiated unit. | Literacy lesson plans—one long form and others in short form.  Written reflections on 1 literacy lesson/ week.  Records of student progress  Notes and regular class support plan for one student.  Outline differentiated unit overview: NYS learning standards, unit outcomes, individual outcomes, possible unit assessment activities, possible learning activities, possible technology related activities  Mid term self assessment- Forms + Reflections on Strengths, Areas of Development and Priorities for Further Development |
| Weeks 6-9 | Continue above teaching (literacy, etc.) and support responsibilities.  Assume responsibility for teaching individualized writing as well as reading. Identtify students for SOLO 6 and other software integration  Explore and incorporate technology and specific software based on individual student needs in writing (e.g, SOLO 6 and building software)  Utilize technology to enhance participation and access in other curricular areas and school routines as appropriate  Continue keeping records of student progress.  Coordinate functional behavior assessment for a student with challenging behaviors (gather info from staff, observe, USE JANNEY FORMS AND PROCESS).  Implement instruction in NF comprehension strategies in either supplemental or classroom instruction, or both  Co-develop a proactive behavior support plan with classroom teacher, mentor teacher, TA, etc. Implement the plan and monitor progress. Meet after 2 weeks to review and revise as needed.  Co-plan and co-teach a general ed content unit with (not for) a classroom teacher partner within the general education classroom that includes some of your students. (one week)  Implement formal assessments with your mentor’s support for triennial review or other purpose.  Coordinate (draft) IEP development for one student, using the district’s system and forms.  Develop a team support schedule that reflects student-staff assignments, student goals and suggested support strategies. Include TA’s and all supported routines (e.g., lunch, arrival, specials). | Literacy lesson plans—one long form and one reflection/analysis /week.  Records of student progress    Lesson plans reflecting instruction in use of technology & software.  Lesson plans, models and student products (e.g., writing products using software, visual schedules using Boardmaker)  FBA—all data from meetings and observations  Proactive Behavior Support plan including steps for prevention & teaching, people responsible for implementation; record keeping system.  UNIT outline +  Notes from co-planning meeting(s)  2 differentiated assessment products/ performances (not tests), 5 lesson plans (3 long form, one cooperative learning lesson, one technology related activity). Lesson plans must describe each teacher’s role during each part of lesson. Records of student progress.  Copies of formal assessments; brief narrative summary interpreting results.  Copy of new IEP  Support schedule |
| Weeks 9-10 | Continue with small group instruction.  Conduct informal assessments for report cards and IEP progress reports. (e.g., running records, book levels, sight words for individuals in literacy groups, data on other IEP goals). Help complete IEP progress reports.  Compile and share summary information about individuals/ instructional groups that you serve with mentor teacher (e.g., literacy group, individuals with behavior or other instruction or support plans). | Individual student assessment records for literacy and IEP goals.  Summaries of instructional groups shared with mentor.  Final Self-assessment  Forms + Reflections on Strengths, Areas of Development and Priorities for Further Development |