

SPECIAL EDUCATION UNDERGRADUATE

(Adapted and General Curriculum) (updated: 5/21/2019)

	PRE-ADMISSION	FALL JUNIOR YEAR
COURSES	<p>EDUC 1100/2100: Foundations of Education and Diversity in Schools</p> <p>SPED 2100: Introduction to Students with Special Needs</p>	<p>SPED 3100: Introduction to General Curriculum for Students with Special Needs (clinical collected here)</p> <p>SPED 4272: Teaching Mathematics to Learners with Special Needs</p> <p>SPED 4270: Classroom Management</p> <p>SPED 4318: Collaboration and Transition Focused Education</p> <p>TESL 4204: Inclusive classrooms for immigrant students (GC option)</p> <p>SPED 4271: Systematic Instruction in the Adapted Curriculum (AC)</p>
INTASC	Standards 1, 2, 3, 4, 9	Standards 1-10
PLACEMENT SPECIFICS	No specified placement type other than being grade-band specific.	<ul style="list-style-type: none"> Primary placement: A middle or secondary classroom, preferably in a high needs school (i.e., Title I, +60% F/R lunch eligible, or low-performing). If primary placement is NOT a high-poverty site, then high-poverty placement will be needed in Spring Junior Year. Will have a second TESL placement if taking the TESL 4204 course.
DURATION AND COMPLEXITY (Traditional and Resident)	<p>EDUC 1100/2100: Candidates are conducting 5- 10 hours of classroom observation. As this is their introduction courses, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>SPED 2100: Candidates are conducting 5-10 hours of classroom observation. As this is their introduction courses, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p>	<p>Candidates spend at least 1/2 a day per week at the clinical site. They will apply the content within 3100 in the context of the clinical experience of 4270 (creating PBIS plans for students with varying disabilities and support needs), 4271 (planning a life skills change project), 4277 (planning mathematics instruction for students with high incidence disabilities and needs), and 4318 (a transition plan for a child with a disability).</p> <p>Candidates will extend their field experience through clinical checklist 1.</p>
FOCUS PRACTICES	None	<ol style="list-style-type: none"> Provide positive and constructive feedback to guide students' learning and behavior Assess student progress (progress monitoring) using multiple sources to make data-based decisions Design and provide accurate instruction in a systematic manner
ASSESSMENT	<ul style="list-style-type: none"> Dream Resume and Statement of Purpose Inquiry Project and Presentation Online Professional Portfolio Field Experiences Log (submitted in Taskstream) Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	<p>SPED 4270 and 4271 follow a similar format for the expectations and practices within the major projects. SPED 4318 contains two projects – one targeting the need for candidates to be collaborative for the benefit of students and the other planning transition services based upon data and family input.</p>
DISPOSITIONS		Dispositions Self-Assessment 1 in SPED 3100

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	SPRING JUNIOR YEAR	FALL SENIOR YEAR
COURSES	<p>SPED 3173: Assessment in Special Education</p> <p>SPED 4275: Teaching Reading to Elementary Learners with Special Needs (clinical collected here)</p> <p>SPED 3175: Instructional Planning in Special Education (IEP)</p> <p>TESL 4204: Inclusive classrooms for immigrant students (AC; GC if not in fall)</p> <p>SPED 4274: General Curriculum Access and Adaptations (AC)</p>	<p>SPED 4276: Teaching Reading to Middle and Secondary Learners with Special needs (GC)</p> <p>SPED 4279: Content-area Instruction for Students with Special Needs</p> <p>SPED 4277: Teaching Written Expression to Learners with Special Needs</p> <p>SPED 4280: Multiple Disabilities (AC)</p> <p>SPED 4400: Integrated Instructional Applications in Special Education</p>
INTASC	Standards 1-10	Standards 1-10
PLACEMENT SPECIFICS	<ul style="list-style-type: none"> • Primary placement: An elementary classroom; MUST be high needs school (i.e., Title I, +60% F/R lunch eligible, or low-performance) IF Fall Junior placement was not a high-poverty site. • Will have a second TESL placement if taking the TESL 4204 course. 	Yearlong Placement (elementary, middle, or high school).
DURATION AND COMPLEXITY (Traditional and Resident)	<p>The candidate will spend at least one full day per week at the clinical site. Clinical checklist 2 will be completed this term which involves expectations of multiple experiences implementing lessons with at least a single student.</p> <p>FP 1, 2 and 3 will be modeled and rehearsed in the methods courses as well as applied in classrooms (SPED 4275, 4274).</p> <p>Candidates will extend their field experience through clinical checklist 2.</p>	<p>Clinical Checklist 3 will be completed in SPED 4400. An emphasis on planning and teaching lessons with small groups/whole class</p> <p>Candidate will spend at least one full day of clinical experience per week.</p> <p>Candidates will extend their field experience through clinical checklist 3.</p>
FOCUS PRACTICES	<ol style="list-style-type: none"> 1. Provide positive and constructive feedback to guide students' learning and behavior 2. Assess student progress (progress monitoring) using multiple sources to make data-based decisions 3. Design and provide accurate instruction in a systematic manner 	<ol style="list-style-type: none"> 1. Provide positive and constructive feedback to guide students' learning and behavior 2. Assess student progress (progress monitoring) using multiple sources to make data-based decisions 3. Design and provide accurate instruction in a systematic manner
ASSESSMENT		<ul style="list-style-type: none"> • Practice Tasks 1, 2, and 3 in SPED 4400 • Technology integration activity in SPED 4279
DISPOSITIONS	Disposition/Self Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric. Assessed in SPED 4275	

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SPRING SENIOR YEAR

COURSES	SPED 4475/4476: Student teaching
INTASC	Standards 1-10
PLACEMENT SPECIFICS	Yearlong Placement (elementary, middle, or high school). Note: To meet standards in 4276 and 4279, candidates will need an additional middle/high school in the fall if the YLI placement is at an elementary school.
DURATION AND COMPLEXITY (Traditional and Resident)	The Student Teaching placement is in the second semester of a two-semester internship placement. Candidates complete the full-time, 16 week student teaching experience. For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship handbook provided by the Office of School and Community Partnerships. Candidates will implement all methods courses within student teaching. We anticipate an EARLY edTPA submission date.
FOCUS PRACTICES	<ol style="list-style-type: none"> 1. Provide positive and constructive feedback to guide students' learning and behavior 2. Assess student progress (progress monitoring) using multiple sources to make data-based decisions 3. Design and provide accurate instruction in a systematic manner
ASSESSMENT	<ul style="list-style-type: none"> • Entire edTPA Project • STAR • CLASS • Candidate Exit Survey
DISPOSITIONS	Dispositions assessed by US and CE in SPED 4475/4476

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