

SPECIAL EDUCATION + ELEMENTARY EDUCATION DUAL UNDERGRADUATE PROGRAM

	PRE-ADMISSION - FALL AND SPRING FRESHMAN YEAR	FALL SOPHOMORE YEAR
COURSES	EDUC 1100/2100: Foundations of Education and Diversity in Schools SPED 2100: Introduction to Students with Special Needs	SPEL 3100: Introduction to Special Education and Dual Program & complete General Education requirements
INTASC	Standards 1, 2, 3, 4, 9	1-10
PLACEMENT SPECIFICS	No specified placement type other than being grade-band specific.	Elementary schools that model PBIS, co-teaching, PLCs, and collaboration. Clinical learning experiences completed with targeted observations/activities. Checklists created for this course. Elementary EC Resource is the focus clinical area.
DURATION AND COMPLEXITY (Traditional and Resident)	<p>EDUC 1100/2100: Candidates are conducting 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 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 taking both EDUC 1100/2100 and SPED 2100 in the same semester may count the same hours for both courses with instructor permission. Candidates taking the courses in different semester must complete 10 clinical hours for each course.</p>	Candidates are conducting 10-15 hours of classroom observation and interaction with the EC CE. Candidates complete observations of instructional practices and use of evidence-based practices, collaboration among general and special education, and getting to know the 'context' of the school environment.
FOCUS PRACTICES	None	
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) 	
DISPOSITIONS	Dispositions Self-Assessment 1	

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	ELED SEMESTER 1- FOUNDATIONS BLOCK	SPED SEMESTER 2
COURSES	<p>ELED 3111: Instructional design and Assessment in Elementary Education</p> <p>ELED 3120: The Elementary School Child</p> <p>ELED 3292: Theories and Practice for Equity in Urban Education</p> <p>MAED 3222: Teaching Mathematics to Elementary School Learners, Grades K-2</p> <p>READ 3224: Early Literacy and Assessment</p>	<p>SPED 3173: Assessment in Special Education</p> <p>SPED 4272: Teaching Mathematics to Learners with Special Needs</p> <p>SPED 4275: Teaching Reading to Elementary Learners with Special Needs</p> <p>SPED 4270: Classroom Management</p> <p>TESL 4204: Inclusive classrooms for immigrant students</p>
INTASC	1-10	1-10
PLACEMENT SPECIFICS	Elementary Education K-2 classroom is the focus clinical area. READ 3224 requires a K-2 classroom focus.	Elementary EC Resource room is the focus clinical area. TESL placement is typically at Newell Elementary
DURATION AND COMPLEXITY (Traditional and Resident)	<p>Foundations Courses: Candidates need two kinds of placements for the Foundations semester: 1) Grade K-2 classrooms, in diverse school setting (i.e., Title I, +60% F/R lunch eligible, or low-performing); and 2) HEART tutoring schools. Candidates may be placed in one site IF site meets both requirements for placement. Candidates sign up for HEART tutoring via the HEART website. Candidates taking Foundations block courses will complete a minimum of 40 required clinical hours (see the individual course breakdown of clinicals below). Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting the primary site on a weekly basis for at least 6 weeks (a minimum of 6 school visits total). Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>ELED 3120*: Candidates work with diverse student populations (i.e., ELLs, students with exceptionalities, and/or students identified as AIG. The goal is for candidates to be observing multiple types of learners/students.</p> <p>ELED 3292*/READ 3224*/MAED 3222*: Candidates work with K-2 student populations on developing and implementing literacy and math interventions.</p> <p>*Same clinical placement -- A total of 30 hours of clinicals for these courses should be completed in the first semester. Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting the site on a weekly basis for at least 6 weeks (a minimum of 6 school visits total).</p> <p>ELED 3111: Candidates work one on one with an elementary students on math interventions based on the HEART tutoring model. A total of 10 hours of HEART tutoring should be completed in this first semester for this clinical requirement.</p>	<p>Candidates spend approximately 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), and 4272 (planning mathematics instruction for students with high incidence disabilities and needs).</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> Eliciting and interpreting student thinking Setting up and managing small group work 	
ASSESSMENT	<ul style="list-style-type: none"> Field Experiences Log (submitted in Taskstream) Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	Candidates will extend their field experience through clinical checklist 1.
DISPOSITIONS	None	None

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	ELED SEMESTER 3	ELED/SPED/SPEL SEMESTER 4
COURSES	<p>SPED 3175: Instructional Planning</p> <p>ELED 3221: Teaching Science to Elementary School Learners</p> <p>ELED 3223: Teaching Social Studies and Diversity</p> <p>MAED 3224: Teaching Mathematics to Elementary School Learners , Grades 3-6 (3)</p> <p>READ 3226: Applied Literacy and Practices</p>	<p>YLI (1st Semester)</p> <p>SPEL 4171: Special Education: Consultation & Collaboration in Elementary Schools</p> <p>SPED 4477: Teaching Written Expression to Learners with Special Needs</p> <p>ELED 4121: Assessment and Instructional Differentiation in the Elementary School Classroom</p> <p>ELED 4122: Creating an Effective Environment in the Elementary School Classroom</p> <p>ELED 4220: Instructional Planning for Diversity in the Elementary School Classroom</p>
INTASC	1-10	1-10
PLACEMENT SPECIFICS	ELED Semester 3 - Integrated Methods Block (IMB) (spring junior year)	Yearlong Internship - Placement in an elementary school
DURATION AND COMPLEXITY (Traditional and Resident)	<p>Integrated Methods Block (IMB) Courses: Candidates may remain in the same site as the Foundations semester if the school can accommodate the placement needs. Otherwise, a second placement site in a different school will be needed. Candidates must be placed in Grade 3-6 classrooms. Candidates will complete a minimum of 40 clinical hours. This includes:</p> <ul style="list-style-type: none"> • 5 hours of a pre-intensive clinical experience • two week intensive clinical experience (approximately 35 hours in one teacher’s classroom, all content areas) <p>IMB faculty will supervise the two-week experience.</p>	<p>The first semester of a two-semester, yearlong internship at the same school site. Candidates are placed in one site for all clinical hours. The placement is for two consecutive semesters, culminating in the full-time student teaching semester. Candidates go to their placement site the equivalent of one full school day per week. Candidates may break this up into two half-days if needed. Candidates will also be expected to complete a one-week intensive clinical experience of 25+ hours; course instructors will provide additional information. The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Note: candidates participating in the Knapolis City Cohort are expected to be in their assigned school 10-12 hours/week (required for pilot participation).</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> • Setting up and managing small groupwork • Facilitating whole class discussion 	<ul style="list-style-type: none"> • Eliciting and interpreting student thinking • Setting up and managing small group work • Facilitating whole class discussion
ASSESSMENT	<ul style="list-style-type: none"> • Field Experiences Log (submitted in Taskstream) • Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	<ul style="list-style-type: none"> • Eliciting and interpreting student thinking • Setting up and managing small group work • Facilitating whole class discussion
DISPOSITIONS	Disposition/Self-Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric.	

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SPEL SEMESTER 5

COURSES	SPEL 4477: Student Teaching/Seminar: Elementary & Special Education GC K-6 Dual Program
INTASC	1-10
PLACEMENT SPECIFICS	Yearlong Internship - Placement in 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, 7.5 weeks student teaching experience in Special Education and 7.5 weeks in Elementary Education. 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.
FOCUS PRACTICES	<ul style="list-style-type: none"> • Eliciting and interpreting student thinking • Setting up and managing small group work • Facilitating whole class discussion
ASSESSMENT	<ul style="list-style-type: none"> • Entire edTPA Project • STAR • CLASS • Candidate Exit Survey
DISPOSITIONS	Dispositions assessed by US and CE