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| Course Name and Number: SPED3005 Reading and Writing in the Content Areas Field Practicum  Description: This field-based course coincides with the Reading and Writing in the Content Areas course.  The purpose of this course is to apply what is learned in that course by working with a student who is struggling with reading. Through this structured field experience, students will enact balanced literacy instruction.  Credit Hours: 2 semester hours  Required or elective: Required  Faculty members who teach the course: Troup  Prerequisites: Admission to the Special Education Cohort  Textbooks: N/A  Other resource materials: Collaborative Assessment Log  Pre Service Teacher Goal Setting Agreement  Time Log | |
| Learning Outcome:  How is this outcome assessed? | |
| 1.  Create individualized instructional interventions based on a range of authentic literacy tasks using a variety of texts  1.  Create individualized instructional interventions based on a range of authentic literacy tasks using a variety of texts. Students will complete a minimum of five Collaborative Assessment Logs with their English Secondary Practicum partner and discuss their interventions for planning purposes. At least two of these documents will be shared with a university supervisor for assessment purposes. | |
| 2.  Align curriculum and instruction with state and local standards  2.  Align curriculum and instruction with state and local standards. Students will complete sections on the Collaborative Assessment Log that indicate state and local standards addressed during the discussion.  Students will complete the Pre Service Teacher Goal Setting Agreement by the end of the quarter. Students will align their personal goals with the state standards. Collaborative Assessment Logs and PSTGSA are reviewed by either the university supervisor or field coordinator for assessment purposes. | |
| 3.  Participate in reflective practices to improve instruction and other services to the student  3.  PARTICIPATE IN REFLECTIVE practices to improve instruction and other services to the student. Students completing the Collaborative Assessment Logs and Pre Service Teacher Goal Setting Agreement participate in reflective conversations with their practicum partners and university supervisors throughout the quarter for assessment purposes. | |
| 4.  Apply research for improved literacy instruction |  |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.*** | |
| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: Preparing candidates   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. | |
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| |  |  | | --- | --- | | **Alignment with Specialized Program Association:**  **Standard #2: Development and Characteristics of Learners**  CC2K2: Educational implications of characteristics of various exceptionalities.  CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  CC2K5: Similarities and differences of individuals with and without exceptional learning needs.  CC2K6: Similarities and differences among individuals with exceptional learning needs.  EC2K3: Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.  EC2K4: Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  CC3K2: Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.  CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  EC3S1: Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.  **Standard #4: Instructional Strategies**  CC4S1 Use strategies to facilitate integration into various settings.  CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.  CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the  individual with exceptional learning needs.  C4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.  CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.  EC4S1 Use instructional practices based on knowledge of the child, family, community, and the curriculum.  **Standard #5: Learning Environments and Social Interactions**  CC5K1 Demands of learning environments.  CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.  CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.  CC5K9 Ways specific cultures are negatively stereotyped.  CC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism.  CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are  valued.  CC5S3 Identify supports needed for integration into various program placements.  CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.  CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and  intercultural experiences.  **Standard #10: Collaboration**  CC10K1 Models and strategies of consultation and collaboration.  EC10K1 Dynamics of team-building, problem-solving, and conflict resolution.  CC10S1 Maintain confidential communication about individuals with exceptional learning needs.  CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.  CC10S6 Collaborate with school personnel and community members in integrating individuals with  exceptional learning needs into various settings.  CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.  CC10S9 Communicate with school personnel about the characteristics and needs of individuals with  exceptional learning needs.   1. Provide a professional structure of support, mentoring and formative assessment for teaching associates as they begin to develop skills supporting learners with disabilities. CEC standards: 2, 3, 4, 6, 7, 8, & 9.   **Standard #2: Development and Characteristics of Learners**  CC2K2: Educational implications of characteristics of various exceptionalities.  CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  CC2K5: Similarities and differences of individuals with and without exceptional learning needs.  CC2K6: Similarities and differences among individuals with exceptional learning needs.  EC2K3: Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.  EC2K4: Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  CC3K2: Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.  CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  EC3S1: Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.  **Standard #4: Instructional Strategies**  CC4S1 Use strategies to facilitate integration into various settings.  CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.  CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the  individual with exceptional learning needs.  C4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.  CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.  CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.  **Standard #6: Language**  CC6K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.  CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and  misunderstanding.  **Standard #7: Instructional Planning**  CC7K1 Theories and research that form the basis of curriculum development and instructional practice.  CC7K2 Scope and sequences of general and special curricula.  CC7K3 National, state or provincial, and local curricula standards.  CC7K4 Technology for planning and managing the teaching and learning environment.  CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.  CC7S12 Use instructional time effectively.  **Standard #8: Assessment**  and modifications.  CC8S1 Gather relevant background information.  CC8S5 Interpret information from formal and informal assessments.  CC8S7 Report assessment results to all stakeholders using effective communication skills.  CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect one’s teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K4 Methods to remain current regarding research-validated practice.  CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.  CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.  CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.  CC9S7 Practice within one’s skill limit and obtain assistance as needed.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S10 Access information on exceptionalities.  CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  EC9S4 Apply models of team process in early childhood   1. Collaborative Assessment Log will provide a collaborative forum for reflection and discussion of professional goals.. CEC standards 1, 5 6, 9 & 10.   **Standard #1: Foundations**  CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  CC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.  CC1K9: Impact of the dominant culture on shaping schools and the individuals who study and work in them.  **Standard #5: Learning Environments and Social Interactions**  CC5K1 Demands of learning environments.  CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.  CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.  CC5K5 Social skills needed for educational and other environments.  CC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.  CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.  CC5K9 Ways specific cultures are negatively stereotyped.  CC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism.  CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are  valued.  CC5S2 Identify realistic expectations for personal and social behavior in various settings.  CC5S3 Identify supports needed for integration into various program placements.  CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.  CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.  **Standard #6: Language**  CC6K1 Effects of cultural and linguistic differences on growth and development.  CC6K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.  CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and  misunderstanding.  CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.  CC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect one’s teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K3 Continuum of lifelong professional development.  CC9K4 Methods to remain current regarding research-validated practice.  EC9K1 Organizations and publications relevant to the field of early childhood special education.  CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.  CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.  CC9S7 Practice within one’s skill limit and obtain assistance as needed.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S9 Conduct self-evaluation of instruction.  CC9S10 Access information on exceptionalities.  CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  **Standard #10: Collaboration**  CC10K1 Models and strategies of consultation and collaboration.  CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.  CC10K4 Culturally responsive factors that promote effective communication and collaboration with  individuals with exceptional learning needs, families, school personnel, and community members.  EC10K1 Dynamics of team-building, problem-solving, and conflict resolution.  CC10S1 Maintain confidential communication about individuals with exceptional learning needs.  CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.  CC10S6 Collaborate with school personnel and community members in integrating individuals with  exceptional learning needs into various settings.  CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.  CC10S9 Communicate with school personnel about the characteristics and needs of individuals with  exceptional learning needs. | | | **Alignment with Ohio Standards for the Teaching Profession:**  Ohio Teaching Standard 5: Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.  • Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  • Teachers create an environment that is physically and emotionally safe.  • Teachers motivate students to work productively and assume responsibility for their own learning.  • Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  • Teachers maintain an environment that is conducive to learning for all students.  Ohio Teaching Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.  • Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  • Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  • Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  • Teachers apply knowledge of how students think and learn to instructional design and delivery.  • Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  • Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  • Teachers use resources effectively, including technology, to enhance student learning.  Ohio Teaching Standard 1:  Teachers understand student learning and development and respect the diversity of the students they teach.  • Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  • Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.  • Teachers expect that all students will achieve to their full potential.  • Teachers model respect for students’ diverse cultures, language skills and experiences.  • Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  Ohio Teaching Standard 6: Collaboration and Communication: Teachers collaborate and communicate with  students, parents, other educators, administrators and the community to support student learning.  • Teachers communicate clearly and effectively.  • Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  • Teachers collaborate effectively with other teachers, administrators and school and district staff.  • Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. | | |  | | |  | | | **Alignment with State Requirements:**  **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class.  **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).  **Electronic Communication Policy:** The instructor will respond to student email questions within 24 hours of communication. The instructor expects all cohort students to check their UC Bearcat email one time per day. Several course documents (Collaborative Assessment Log and Pre Service Teacher Goal Setting Agreement) are to be submitted online at [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/) by the end of the semester. T  **Grading:** This is a pass/fail course. All students must submit 5 collaborative assessment logs, one signed time sheet and one pre service teacher goal setting agreement to pass the course. Each student must meet twice with a university supervisor during the course of the semester in order to achieve a grade of pass. | | |  | | | **Course Schedule:** | | | ***Week*** | ***Topic*** | | 1 | Overview of practicum experience.  Explanation of CAL, PSTGSA, Time Log. | | 2 | Complete practicum hours in assigned classroom with internship partner. | | 3 | Complete practicum hours in assigned classroom with internship partner. Complete one CAL. | | 4 | Complete practicum hours in assigned classroom with internship partner. | | 5 | Complete practicum hours in assigned classroom with internship partner. Complete one CAL. | | 6 | Complete practicum hours in assigned classroom with internship partner. | | 7 | Complete practicum hours in assigned classroom with internship partner. Complete one CAL. | | 8 | Complete practicum hours in assigned classroom with internship partner. | | 9 | Complete practicum hours in assigned classroom with internship partner. Complete one CAL. | | 10 | Complete practicum hours in assigned classroom with internship partner. | | 11 | Complete practicum hours in assigned classroom with internship partner. Complete one CAL. | | 12 | Complete practicum hours in assigned classroom with internship partner. | | 13 | Complete practicum hours in assigned classroom with internship partner. | | 14 | Complete practicum hours in assigned classroom with internship partner. Complete PSTGSA. | | Exam Week | Turn in time log to university supervisor, signed by mentor teacher (s). | | |
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