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| Course Name and Number: SPED3011 Instructional Strategies: Moderate to Intense Field Practicum | |
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| Description: This field based course coincides with the Instructional Strategies: Moderate to Intense course. The purpose of this course is to introduce students to the critical issues related to serving students with significant medical, sensory, and cognitive disabilities. Through structured field experiences, this course exposes students to a continuum of placements available across the lifespan and provides hands on experience working with individuals with significant disabilities. | |
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| Credit Hours: 3 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.   List the critical issues related to serving students with significant medical, sensory, and cognitive disabilities.  1.  Create individualized instructional interventions based on a range of authentic literacy and communication tasks using a variety of texts. Students will complete a minimum of five Collaborative Assessment Logs with their Special Education cohort 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.   Identify a continuum of services available for individuals with significant medical, sensory, and cognitive disabilities across the lifespan.  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.   Describe the components of curriculum for individuals with significant medical, sensory, and cognitive disabilities.  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.   Discuss issues related to integrating related services (e.g., medical, community) to meet the needs of individuals with significant medical, sensory, and cognitive disabilities. | |
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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.*** | |
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| **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 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. | | |
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| **Alignment with Specialized Program Association:** | |
| **Standard #1: Foundations**  CC1K3: Relationship of special education to the organization and function of educational agencies.  CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional  **Standard #2: Development and Characteristics of Learners**  CC2K7: Effects of various medications on individuals with exceptional learning needs. | |
| EC2K2: Effect of biological and environmental factors on pre-, peri-, and postnatal development.  EC2K5: Impact of medical conditions on family concerns, resources, and priorities.  **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.  **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.  CC5K3 Effective management of teaching and learning.  CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning  needs.  CC5K5 Social skills needed for educational and other environments.  CC5K6 Strategies for crisis prevention and intervention  **Standard #6: Language**  CC6K4 Augmentative and assistive communication strategies.  CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning  needs.  **Standard #7: Instructional Planning**  CC7K4 Technology for planning and managing the teaching and learning environment.  CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.  CC7S4 Use functional assessments to develop intervention plans.  CC7S5 Use task analysis.  CC7S6 Sequence, implement, and evaluate individualized learning objectives.  CC7S7 Integrate affective, social, and life skills with academic curricula.  CCC7S10 Prepare lesson plans.  CC7S11 Prepare and organize materials to implement daily lesson plans.  CC7S12 Use instructional time effectively.  CC7S13 Make responsive adjustments to instruction based on continual observations.  EC7S2 Plan and implement developmentally and individually appropriate curriculum.  EC7S3 Design intervention strategies incorporating information from multiple disciplines.  EC7S4 Implement developmentally and functionally appropriate individual and group activities including  **Standard #8: Assessment**  CC8S1 Gather relevant background information.  CC8S2 Administer nonbiased formal and informal assessments.  CC8S3 Use technology to conduct assessments.  CC8S4 Develop or modify individualized assessment strategies.  CC8S5 Interpret information from formal and informal assessments. | |
| **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.  CC9S9 Conduct self-evaluation of instruction.  **Standard #10: Collaboration**  CC10K1 Models and strategies of consultation and collaboration. | |
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| **Alignment with Ohio Standards for the Teaching Profession:** | |
| **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.  **2 Teachers know and understand the content area for which they have instructional responsibility.**  • Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.  • Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  **4 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.  **6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.**  • Teachers collaborate effectively with other teachers, administrators and school and district staff.  • Teachers collaborate effectively with other teachers, administrators and school and district staff. | |
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| **Alignment with State Requirements: N/A** | |
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| **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. | |
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| **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). | |
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| **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. | |
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| **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. | |
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| **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). |