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| Course Name and Number: SPED4015 Student Teaching Students with Mild to Moderate Educational Needs | |
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| Description: A full time, supervised, mentored, clinical experience with students who have mild or moderate educational needs. | |
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| Credit Hours: Variable Credit. Minimum:3-Maximum:12  Required or elective:  Faculty members who teach the course:  Prerequisites:  Textbooks:  Other resource materials: | |
| Learning Outcome:  How is this outcome assessed? | |
| 1.  Integrate the Council for Exceptional Children and Ohio Standards for the Teacher Profession performance standards, and incorporate, when necessary, the content area standards of your concentration | |
| 2. Apply knowledge of the Teacher Work Sample Methodology | |
| 3.  Discuss the indicators of the Ohio Standards for the Teaching Profession | |
| 4.  Address age appropriate issues, related to children and youth with mild/moderate learning needs as the issues emerge during the student teaching | |
| 5.  Engage in structured mentoring and formative assessment to support working with students with mild or moderate educational needs | |
| 6.  Engage in a collaborative forum for reflection and discussion of professional goals | |
| 7.  Utilize reflective thinking in professional practice and in developing individual goals for professional development | |
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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 | |
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| **Alignment with Specialized Program Association:** | |
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| **Alignment with Ohio Standards for the Teaching Profession:** | |
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| **Alignment with State Requirements:** | |
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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;** | |
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| **Grading:** | |
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| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
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| Exam Week |  |