

Submit original with signatures + copy electronic copy to Early before 10/15/12
 See http://www.uaf.edu/uafgov/faculty_senate/curre_junior/course_degree_or_procedures_for_a_course_description, the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-5362
Email Contact	jmonahan@uaf.edu		

1. ACTION DESIRED:

(CHECK ONE)

Trial Course

New Course

2. COURSE IDENTIFICATION:

Justify upper/lower division status & number of credits.

EDSE F678 Special Education Clinical Practice Initial
 minimum of 120 hours fieldwork.

3. PROPOSED COURSE TITLE:

Special Education Clinical Practice Initial

4. To be CROSS LISTED?

YES/NO

NO

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add deans' signatures at end of form for such signatures.)

5. To be STACKED?

YES/NO

NO

If yes, Dept:

Course #

6. FREQUENCY OF OFFERING:

Every Fall, Spring, Summer

Fall, Spring, Summer, Every, or Every numbered Years, or Odd-numbered Years, or Demand Variants

7. SEMESTER & YEAR OF FIRST OFFERING:

if approved by 3/1/2012; otherwise AY2012-13

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

 1

 2

 3

 4

 5

 xx

6 weeks to full year semester

OTHER FORMAT (if applicable)

Mode of delivery (specify lecture, field, lab, etc.)

Field experience with weekly seminar.

9. CONTACT HOURS PER WEEK:

 0

LECTURE hours/week

 1

LAB hours/week

 2

hours/week

Note: # of credits are based on contact hours. 80 minutes of lecture or 120 minutes of lab in a science course = 1 credit. 1600 minutes in non-science lab = 1 credit. 2400 minutes of lecture = 1 credit. 2400 minutes of lab = 1 credit. This does not match with the standards; see http://www.uaf.edu/uafgov/faculty_senate/curriculum/course_degree_procedures/guidelines-for-computing/ for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, type, credit, distribution, and stacking (50 words or less if possible):

EDSE F678 Special Education Clinical Practice Initial

3 Credits

Offered Fall, Spring, Summer.

For initial licensure candidates only. Part-time fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved K-12 public schools and affiliated facilities. Fieldwork assignments are in inclusive, pullout and self-contained settings. Includes immersion in special education planning and teaching under the direction of a supervising teacher and university supervisor. Includes regular, embedded seminars. Must be completed before enrollment in EDSE F680. Successful completion of 1X approved credits in graduate level special education coursework (1+0+20).

11. COURSE CLASSIFICATION: Undergraduate classification appropriately. Otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES NO

If YES, check which core requirement(s) it fulfills to fulfill:

O = Oral Intensive, format

W = Writing Intensive, format

N = Natural Science, format

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES NO

Justification: Indicate why the course can be repeated (for example: the course is taught at a different time each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated but will not be credited, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any):

14. PREREQUISITES

Successful completion of 18 approved credits in graduate level coursework.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

None

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval?

YES

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or in a course previously?

Yes/No

YES NO

If yes, give semester, year, course #, etc.:

18. ESTIMATE IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Faculty -- This course will become a part of an existing faculty member's responsibilities. No increase for this instructor.

Budget -- As enrollment in the program increases an adjunct faculty member will be needed to assume extra supervisory responsibilities.

Space -- The course will utilize existing university classroom. Video and/or audio conference room will be necessary.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ljensen@alaska.edu, 474-5595) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course(s)? If not, explain why not.

No

Yes

This title will be stored in library collection(s).

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed course(s)?

Include information on the programs/departments contacted (e.g., email, phone).

Addition of this course will impact the Special Education Program only. The course is restricted to admitted students to the M.Ed. in Special Education.

The course is a requirement for students in the initial licensure program.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive -- Adding this course will provide an additional source of clinical experience hours to the university transcript. Grades will be able to accurately represent actual clinical activities with teacher certification officers and a potential employer.

This change will also assist in explaining the program requirements to new students during orientation.

Negative -- None anticipated.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of the education is not lowered as a result of the proposed change. Please address this in your response. This justification needs to be self-explanatory and evidence needed to fully justify the proposed course.

The Special Education program added an initial licensure program beginning Summer 2011. The program is intended for people who have a bachelor's degree in a related field but have not been employed as a teacher. Applicants for elementary or secondary education and are not certified teachers.

Students admitted to the program are required to take 400 hours of clinical practice. Students admitted to this program are not certified teachers, the clinical practice requirement is longer.

The original thought in the department was to simply have students register for "Special Education Clinical Practice: Initial" in two different semesters. However, there is not a clear way to represent this in the catalog. Also, certification departments and school districts may not see one course as sufficient for the student's first semester of clinical practice.

To be perfectly clear to admitted students indicate that they are required to be in a clinical practice setting for two semesters, the addition of "Special Education Clinical Practice: Initial" taken prior to "Special Education Clinical Practice" is proposed.

APPROVALS: Additional signature lines as needed.

Signature: Maureen P. Hogan Date: 9-25-11
Signature, Chair, School of Education, Curricula Program, Maureen P. Hogan

Signature: [Signature] Date: [Date]
Signature, Chair, College/School Curriculum Committee, School of Education

Signature: Allan Moroni Date: 10-6-2011
Signature, Dean, School of Education, Allan Moroni

Signature: [Signature] Date: [Date]

Signature of Director of Application

Offerings above the level of approved programs must be approved in advance of approval.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE

Signature: [Signature] Date: [Date]

Signature, Chair, Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC

*"Preparing Professional Educators
Culturally Responsive, Effective Practitioners"*

University of Alaska Fairbanks
School of Education

EDSE F678
Special Education Clinical Practicum I
(3 units)

University Supervisor/Course Instructor: Philip Patterson, Ph.D.

Office: Geering Building 7129 12D

Day & Time: Wednesdays 5:30-8:30

Phone: (907) 474-6133

Location: Brooks 302

Office Hours: Wednesdays 2-5,

E-mail: ppatterson@alaska.edu

by appointment

Prerequisite: Completion of 18 approved credits in Special Education

Telephone Conference Number: (800) 570-3591

Telephone Conference PIN: 225700

Instructor Cell Phone: (661) 478-4047

Course Description

Catalog Description: "Practical licensure candidates must have fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved 12 public schools and affiliated facilities. Fieldwork assignments are to be by diverse and self-directed settings. It includes training in school settings and teaching under the direction of a supervising teacher and university supervisor/course instructor. In the last regular scheduled semester, students complete fieldwork in EDSE F600. Successful completion of 18 approved credits in graduate level special education."

This is a special education clinical practicum (student teaching - "practicum") course taken at the final phase of the initial licensure program. Candidates are provided with opportunities for instructing students with disabilities (K-12) who have diverse needs, and who receive special education services in school settings. Settings can include those that are in, or use, those of the school system in services and settings that are self-contained. Each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents and assignment of other responsibilities of an educator. The clinical practice is to provide candidates with 120 hours of supervised school contact time.

Each candidate will be supervised by a supervising teacher and a university supervisor/course instructor. The school supervisor and university supervisor/course instructor will form a team to evaluate candidates and will report on candidates' performance.

In addition to the work candidates need to participate in one hour webinars with their university supervisor/course instructor

Required Text/Materials/Membership:

1. Council for Exceptional Children. (2000). *What every special educator must know: The international standards for the preparation and certified certification of special education teachers* (4th Edition). Arlington, VA: Author. Available for free at: <http://www.cec.sped.org/DocCenter/ActionMenu/DocProcess/DocProcess/ProfessionalsStandards/>.
2. Alaska Department of Education and Early Childhood Development. (2008). Standards for Alaska's... [www.eed.state.ak.us/regs/files/AAC_042008\(2\).pdf](http://www.eed.state.ak.us/regs/files/AAC_042008(2).pdf). Also posted on Blackboard.
3. Assembly of Alaska Native Educators (1999). Preparing culturally responsive teachers for Alaska schools... Fairbanks, AK: Alaska Native Knowledge Network. Available at: <http://www.ankn.uaf.edu/publications/#standards>.
4. Membership in the Council for Exceptional Children is a required student membership in Alaska is \$0.00. For additional information go to: <http://www.cec.sped.org/DocCenter/ActionMenu/DocProcess/DocProcess/ProfessionalsStandards/>
5. Required articles will be periodically posted to Blackboard which will relate to seminar topics.

Illuminate Live Protocols:

E-Live sessions are mandatory seminar. Please read the Illuminate Live (e-Live) directions to be ready.

- Please login (on Blackboard) 5-10 minutes early to the session start on time
- Please arrive with working speakers and microphone (use headset if needed)
- Before class or class, please check your audio and video settings through eLive's audio setup wizard (I will show you how to do this in class)
- If possible, please avoid joining a class via a wireless connection
- During class, the chat is to be used for class-related conversation only. Do not chat after class, as you may miss it if it is not a main conversation with classmates
- Please use the "raise hand" tab to let me know if you have something to contribute to the class discussion
- If the audio quality of a particular student is poor (too soft, too much background noise, etc.), please type that feedback into the direct message field so that we can correct the problem.

- If you get jumped out of e-Live, try immediately logging back on; if the e-live system goes down as a whole, please check your email and the announcements page in our Blackboard course for updates and instructions.

Problems

If you have problems during the e-Live session, you can always call the help desk on 907-450-8289 for help. Please do not leave a message on the voicemail if you are having a problem for all or most of us. I know you will call a phone-in alternative. This will be a conference call. You call 1800-570-3591 and type in your participant PIN which is 9310570.

Course Objectives/Competencies (Matching CEC Standards and AK/UAF SOEL Standards and Performances for Culturally Responsive, Effective Practitioners);

The candidate will be able to:

1. Demonstrate the ability to work effectively with students having disabilities who may be from culturally and linguistically diverse backgrounds and/or who may be at-risk (K-12). In order to meet these students' unique needs, candidates must demonstrate instruction in the areas of cognitive, affective, social interaction, behavioral, and academic skills (CEC Initial Level Content Standards: 2, 3, 4, & 5/ AK/UAF Teacher Standards: 1, 2, 3, & 4).
2. Demonstrate the ability to engage in consultation and collaboration with teachers, students, families, administrators, specialists and other related service agency personnel during the life span experience (CEC Initial Level Content Standards: 6 & 10/ AK/UAF Teacher Standards: 5 & 7).
3. Participate in analytical discussions, and engage in opportunities for reflection and a combination of experiences and diverse settings involving students with varying disabilities and diversity (CEC Initial Level Content Standards: 1, 3, 9, & 10/ AK/UAF Teacher Standards: 3 & 8).
4. Demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and to individuals (CEC Initial Level Content Standards: 4/ AK/UAF Teacher Standards: 7).
5. Develop a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education (CEC Initial Level Content Standards: 5 & 10/ AK/UAF Teacher Standards: 7).
6. Demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, social-economic status, lifestyle, orientation, language, abilities, disabilities, and explanations of individual learners (CEC Initial Level Content Standards: 2, 3 & 6/ AK/UAF Teacher Standards: 1 & 2).

7. Demonstrate knowledge and skills in managing learning environments for diverse learners that are safe, secure, and supportive of learning and academic achievement (CEC Initial Level Content Standards: 4 & 6).
8. Demonstrate knowledge of behavior management strategies, communication, styles that impact learning, and laws and regulations for promoting behavior that is positive and self-motivating (CEC Initial Level Content Standards: 4 & 5/ AK/UAF Teacher Standards: 4 & 6).
9. Demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs (CEC Initial Level Content Standards: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100).
10. Demonstrate appropriate use of techniques and strategies for recommending, services, and implementing instructional technology use or of supplementary materials, services, and technology for individuals with disabilities (CEC Initial Level Content Standards: 3, 4, & 5/ AK/UAF Teacher Standards: 3, 4, 5).

COURSE POLICIES

Attendance and seminar Participation

Students are expected to participate, on time, in all seminars, participate in discussions, readings, and reflections, as requested. In cases of absences or tardiness, the student is responsible for updating me in a timely manner. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted with a Written Notice for a legitimate and excused absence, however, only partial credit will be earned. Responding to instructor communication by Blackboard and via email is mandatory.

Adaptations and Accommodations

If you need adaptations or accommodations, if you have emergency medical information to share, or if you need special arrangements, please notify your course instructor as soon as possible. Note the information below on Disability Services.

Plagiarism

Academic integrity is a basic principle that requires that students take credit for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the program. Assignments are due by the date and submit them on time. Write Legibly, use original sources of grammar, spelling, punctuation and syntax. Recent editions need to be written. All work is work as work as this is the designated style and format for the field of educational research. Citations must include the title of the website, universal resource locator, date of posting,

date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Code of Ethics for the Education Profession. The standards, which are established by the Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards can result in suspension or revocation of a teaching license. A suspension of one's teaching license may have a negative impact on a candidate's ability to earn such a license.

Student Code of Conduct and Expected Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct apply to all students. The 2010-2011 UAF Catalog is available at:

<http://www.uaf.edu/catalog/current/academics/regs3.htm>

In-Class Conduct

It is unfortunate that this must be mentioned, but past experience makes it necessary.

Chit-chatting in class will not be tolerated. If you are talking in class at inappropriate times (e.g., during lecture, or other active activities, presentations, etc.), please do not take class to do so. Students who do not respond to warnings risk receiving sub-standards grades (e.g., "F") for the course.

Cell Phones and In-Class Computer Use

Please place your cell phones on vibrate. It is not necessary to respond to a text message, please do so out of class. Cell phones may bring a distraction to class. Computers may be used for class research and taking notes. Please do not use your computer for anything else in class. Assignments are to be done on a computer, but not for entertainment purposes or web browsing during class time.

Respect

Group discussions and electronic communication are an integral part of this course.

Often, discussions can be a bit contentious in serious, or even heated, conversations. In

the classroom, technology and electronic communications can also be problematic. Some

communications can be helpful in your learning. An understanding of respect for

one another helps make classroom and web activities more successful. Remember to

give the person who is speaking your undivided attention and don't ever talk or

interrupt to make your points. In other words, please don't talk when the fellow

student "has the floor," or for that matter, when the instructor has the floor. This is

especially important for those participating in the class via phone or video.

It's not only common courtesy, but also talking and misbehavior can distract, annoy,

and even intimidate students. A common annoyance can be when a student

veer off topic or "bird walk" when communicating with you. This is especially

difficult for distance learners to follow conversation especially when speaker

attempt to address multiple topics or switch topics. Please keep your

conversations focused or, minimally, provide transition statements between topics.

Along those same lines, control your volume. Students will not ask you to raise your

questions. You may have questions that are of a personal nature or difficult to

personally answer. If you would like to ask a question, please do so after class. The

questions might be better presented to the instructor after class. Essentially, in this

classroom you should act as if you were in a real classroom and expect to be

treated you... Review your written communications. Remember to use social pleasantries (e.g., Greetings, This is..., Dear..., Sincerely, please, etc.). Review your written communications before sending them.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 University Center, Room 2014. Students using original work you send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will fax information back, and also arrange to bring any articles, academic support services including library hours, computer lab hours, services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/ssso/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are qualified to receive such services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all qualified students enrolled in our courses. To access services, students must provide current, official documentation that supports the need for services. If you have a disability, please contact Disability Services on the UAF campus at 474-5655, fvds@uaf.edu, or visit <http://www.uaf.edu/chc/disability/index.html> on the web web contact a student enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandate disability support services.

Course Requirements:

1. Attendance and active participation is required in seminars. Attendance at all mid-term and final meeting will be required.
2. The supervising teacher will evaluate candidates' final term and final of the student's performance. This will be based on formal and informal observations. Candidates must have at least average ratings on all items (see evaluation below) by supervising teacher and their university supervisor/course instructor in order to pass this course.
3. The candidate must submit a lesson plan to the university supervisor/course instructor. Candidates must have detailed lesson plans available (see attached format) for announced university supervisor/course instructor observations. Supervising teachers may request unannounced use of this form for their observations. Candidates must also maintain a detailed weekly lesson plan (hard copy or electronic) that identifies basic lesson components of all lesson activities. Model weekly lesson plans and an electronic template will be posted in Blackboard. Candidates will receive a midterm and final evaluation from the university supervisor/course instructor based upon observations and completion of weekly and individual lesson plans (30 points).

4. Candidates will complete midterm and final self-assessments (75 points)

5. A weekly journal will be kept from the first semester. Journals are to be on double-spaced pages each. The journal entries need to reflect upon the learning environment, student characteristics (without breaching confidentiality), instruction, and interactions between students and adults (75 points)

6. Based upon fieldwork observation, research, and course readings, candidates will identify instructional strategies that would be appropriate for use with their fieldwork students. The instructional strategies need to address the following areas: 1) Motor Development, 2) Social/Behavioral Skills, 3) Reading, 4) Mathematics, 5) The Visual and/or Performing Arts. The instructor will provide a template for candidates to use in identifying the activities. Grading will be based upon thoroughness. The activities will be posted to Blackboard so that they can be shared with other candidates (25 Points)

7. Attendance Log: Candidates need to keep track of their attendance using the attached time log. This log needs to be initiated by the supervising teacher or university supervisor/course instructor (75 points)

Grading Policy:

GRADING SYSTEM: The grading system is on a percentage scale:

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 59%

Total Points: 315

Clinical Practice with a Supervising Teacher/Teacher

Successful clinical practice involves university classes, fieldwork observations, basic etiquette, and common sense. Candidates should make an effort to attend all classes and sessions. As a guest, candidates should be attentive, eager, and interested in the opportunities of their assigned classes and schools. Candidates are expected to follow all school guidelines and procedures. They should be able to take and follow directions from their supervising teachers. Additionally, they should be able to graciously accept suggestions and criticism. Finally, candidates should show appreciation towards their host or hostess (i.e. supervising teacher) for allowing them to complete their clinical practice in the supervising teacher's classrooms.

Candidates should avoid:

- Displaying behaviors or making comments that could be interpreted as being critical towards the supervising teacher or school.

- Breaching confidentiality about students, their supervisors, the supervising teacher, cooperating staff, and the school.
- Overly or excessively challenging the cooperating teacher about procedures, practices, and knowledge.
- Asking personal or inappropriate questions of the supervising teacher.
- Assuming roles and duties that have not been assigned.
- Being absent or tardy.
- Displaying a attitude of disinterest.

Occasionally candidates and supervising teachers are unable to develop supportive relationships. In such instances, candidates must immediately notify their university supervisor/course instructor. Likewise, it happens that some candidates lack the skills necessary to be special education teachers. In such instances, supervising teachers are encouraged to notify the university supervisor/course instructor at the first sign of problems.

Dress Code

Candidates are to dress professionally. We can realize many schools have altered dress code. However, some candidates have a reluctance to be judged in their dress. We have discussed with candidates the fact that the dress can affect the way students respond to them during the classroom day. Females are not to wear very short dresses or skirts or revealing tops. Neither females nor males are to wear skirts.

Cell Phones

Cell phones are not to be used habitually during the instructional day. Candidates are asked to have their cell phones on vibrate and to only respond in emergency situations.

Attendance:

Special education clinical practice at the University of Alaska Fairbanks requires candidates to have full-time contact hours with students having disabilities for a full semester. Previous experience does not count towards the 100-hour requirement. Candidates are unable to complete the required contact time in a single semester through need. They need to accept an incompletion grade and finish the needed hours the following semester. This is done at the university supervisor/course instructor's discretion. Candidates must make up personal absences from student teaching. If candidates are chronically late to their assignments, they may be directed to direct future absences. They may be notified from their assignments and given a grade of "No Credit." Some schools do not want candidates in classrooms if the cooperating teacher is absent. Under such circumstances, candidates are not to make up missed hours as long as they meet the minimum contact hour requirement.

Seminar/Menting Schedule:

Seminar I Orientation meeting on the first day of class.

1. Discussion of the course requirements, policies, procedures, and expectations of the candidates
2. Supervisory visitations
3. Other course requirements

Seminar I. Clinical Practice Review

2. Relationships with supervising teachers and district supervisors

Seminar III

1. Clinical practice review: status and issues
2. The importance of the learning environment

Seminar IV

1. Clinical practice update
2. Student Characteristics

Seminar V

1. Clinical practice update
2. Student Characteristics (Cont.)

Seminar VI

1. Clinical practice updates
2. Instructional Methods

Seminar VII

1. Individual Meetings
 - a. Self-Evaluation
 - b. Supervising Teacher Evaluation
 - c. University Supervising Teacher Evaluation

Seminar VIII

1. Clinical practice updates
2. Instructional Methods (Cont.)

Seminar IX

1. Clinical practice updates
2. Interactions and Collaboration

Seminar X

1. Clinical practice updates
2. Behavior Intervention

Seminar XI

1. Clinical practice updates
2. Health issues in education

Seminar XII

1. Clinical practice updates
2. "Teacher Culture"

Seminar XIII

1. Clinical practice updates
2. Parent involvement

Seminar XIII

1. Final Seminar: Reflection of the field experience.
2. Course Evaluations

Seminar IX

1. Individual Meetings
 - a. Self-Evaluation
 - b. Supervising Teacher Evaluation
 - c. University Supervising Teacher Evaluation

Forms

Attached are the forms that you will use or that your supervisors will use. They include:

Lesson Plan Form - This form is used by the instructor/mentor to document the lesson plan. The supervisor/course instructor makes a planned observation. Supervising teachers can also request that this form be completed when they are conducting formal observations. The form prompts candidates to identify critical components of the lesson.



Special Education Classroom Observation Form – The University supervisor/course instructor will use this form to give the intern feedback regarding observations. The form allows the observer to rate the candidate (based upon CEC & AK/UTAF SOE Standards and Performances for Collaborative, Responsive, Effective Practitioners) and to provide written comments. Supervising teachers are encouraged to use this form primarily for observing candidates. No data that are not pertinent or variables raised during the observation should be relevant for every observation.

Special Education Clinical Practice Midterm Self-Evaluation Form – This form is used by the intern teacher during the 7th week of the semester. The University supervisor/course instructor and the supervisor will each use a similar form. Comments showing rich reflection are especially important.

Collaboration Action Plan – This form is optional. It is intended as a document of communication between the intern teacher and the supervising teacher. The form can be regularly used after the supervising teacher conducts a formal lesson observation or when discussing other issues that arise. The form allows the participants to identify positive occurrences as well as areas needing improvement. The form provides participants to identify specific steps towards rectifying needs.

Special Education Clinical Practice Final Self-Evaluation Form – This form should be completed during the 14th or 15th week of the semester as with the Midterm Evaluation. Comments are especially important.

Clinical Practice Experience Log – This form documents candidates' experiences at their assigned sites. Candidates should regularly update this log. Avoid having supervising teachers or district supervisors sign the log at the very end of the clinical practice experience. Instead, have them sign the log as each time the log is updated.

Instructional Strategy – This is the template that is to be used for each instructional strategy. Each instructional strategy should be approximately 7 pages in length.

LESSON PLAN FORM
University of Alaska Fairbanks
Special Education

Teacher Name:

Date:

Title:

School:

School District:

Subject Area:

Alaska Student Grade Level Standards (specify):

Objective(s):

Student Prerequisite Skills:

Paraprofessional Responsibilities:

Materials:

Method(s) of Instruction: Explicit Direct Instruction Guided Instruction Indirect Instruction
 Direct Instruction Simulation Role Play
 Discrete Trial Inductive Learning Other _____

Adaptions:

Visual	Auditory	Kinesthetic	Technology

Introduction/Anticipatory Set/Motivation Strategy/Building a Positive Climate:

* Specific Procedures (e.g. information/input modeling, guided practice, independent practice, cooperative activity, etc.):

Questions to Check for Understanding:

Accommodations for English Language Learners:

Lesson Closure:

Identify how the lesson will be evaluated for effectiveness:

Special Education Classroom Observation Form

Candidate Name: _____

School: _____ Type of Class/Program Observed: _____

Grade: _____ # of Students present: _____ # of Professionals present: _____

Rating Code: N = Not observed/not applicable P = Partially Implemented or Observed F = Fully implemented or observed

I. Curriculum and Planning Skills

	Rating	Comments
A. Maintains delivery lessons	N P F	
B. Begins lesson promptly/avoids wasting time	N P F	
C. Lessons are well organized with clear tasks for students	N P F	
D. Materials for lesson are accessible and ready for use	N P F	
E. Communicates appropriately w/ paraprofessionals	N P F	
F. Lesson is linked to standards and/or IEP objectives	N P F	
G. Lesson is based on a discernable instructional method	N P F	
H. Incorporates diverse background knowledge and learning styles	N P F	

II. Assessment and Instruction

A. Provides students with rationale for learning	N P F	
B. Relates lesson to prior knowledge	N P F	
C. Describes expectations and/or proficiencies to students	N P F	
D. Presents concepts using a variety of strategies	N P F	
E. Uses questioning to check for understanding	N P F	
F. Uses multiple modalities of presentation	N P F	
G. Demonstrates curriculum adaptations/modifications	N P F	

III. Classroom Environment and Management

A. Establishes and displays guidelines, schedules, and rules.	N P F	
B. Displays minutes sheet in the classroom.	N P F	
C. Monitors students' behavior	N P F	
D. Manages materials and equipment	N P F	
E. Minimizes distractions in the classroom	N P F	
F. Promotes and reinforces appropriate social skills	N P F	
G. Attempts to engage all students	N P F	

IV. Professional Responsibilities

A. Dresses appropriately	N P F	
B. Interacts in a professional manner	N P F	
C. Follows school's established procedures and rules	N P F	
D. Maintains confidentiality of student information	N P F	
E. Maintains professional obligations	N P F	
F. Manages equipment and supplies	N P F	

Supervisor/Teacher Signature: _____

Date: _____

Special Education Clinical Practice Midterm Self Evaluation Form

Candidate's Name:

School Site:

Semester:

Year:

Date:

University supervisor/course instructor:

Administrator:

Dear Intern:

Please rate your performance in the competencies listed below by marking a space with a checkmark (✓) where appropriate.

Ratings are classified as follows:

EX = Excellent

GD = Good

AV = Average

NO = No Opportunity to Observe

NO = No opportunity to observe

Competencies/Ratings (CEC Standards in parenthesis)	EX	GD	AV	NO
1. Demonstrates awareness and knowledge of philosophy, historical and theoretical foundations of special education (10, 11)				
2. Demonstrates understanding of learner characteristics and needs (12, 25)				
3. Demonstrates skills in assessment, diagnosis, and evaluation (17, 19, 22)				
4. Demonstrates skill in instructional content and practice (20, 23)				
5. Demonstrates skill in planning and managing the learning environment (1, 2, 23)				
6. Demonstrates skills in managing student classroom behaviors and social skills (24)				
7. Demonstrates effective communication and collaborative partnerships with staff and community agencies.				
8. Works effectively with parents (10, 16)				
9. Maintains students records (25)				
10. Demonstrates professionalism and ethical practices (punctuality, professional behavior) (10, 11)				

Midyear Evaluation Form (Continued - page 2)

Additional Comments and Recommendations

Identify areas needing improvement, experience, and/or further development.

Intern Teacher:

Signature

Date

**Special Education Clinical Practice
Final Self Evaluation Form
(Supervising Teacher)**

Candidate's Name:

School Site:

Semester:

Year:

Date:

University Supervisor or Course Instructor:

Administrator:

Dear Intern:

Please rate your performance as the experience is described by using the best (✓) where appropriate.

Ratings are classified as follows:

EX = Excellent

GD = Good

AV = Average

PR = Poor

NO = No opportunity to observe

Competencies/Ratings	EX	GD	AV	PR	NO
1. Demonstrates awareness and knowledge of philosophical, historical, and legal foundations of special education (10, 11)					
2. Demonstrates understanding of learner characteristics and needs (12, 21)					
3. Demonstrates skills in assessment, diagnosis, and evaluation (13, 19, 22)					
4. Demonstrates skills in instructional content and practice (20, 23)					
5. Demonstrates skill in planning and managing the learning environment (21, 23)					
6. Demonstrates skills in managing student classroom behaviors and social skills (21)					
7. Demonstrates effective communication and collaborative partnerships with staff and community agencies					
8. Works effectively with parents (16)					
9. Maintains student records (17, 21)					
10. Demonstrates professional and ethical practices (Integrity, professional behavior) (10, 11)					

FINAL EVALUATION (Low/Concerning) Page 2

Additional Comments and Recommendations:

Identify areas needing improvement and include a plan:

Supervising Teacher: _____
Signature Date

Copy Given to Interviewer: _____
Date

Collaboration Action Plan

Intern Teacher: _____

Date/Time: _____

Supervising Teacher: _____

District: _____

What are you working on?

Time you are dedicating:

Intern Teacher's Next Steps:

Supervising Teacher's Next Steps:

Basis for Plan

- Lesson Observation(s), Student Interaction(s)
- Communication Preparation/Professionalism
- Problem Solving Providing Resources
- Professional Development/Debriefing
- Other: _____

Clinical Practice Time Log
EDSE 681

Intern's Name: _____

Supervising Teacher or District Supervisor's Name(s): _____

School(s): _____

Date	Time In/Time Out	Total Hours/Minutes Each Day
Total Hours & Minutes:		

Supervising Teacher or District Supervisor's Signature: _____

Date _____



Instructional Strategy,
EDSE 678

Name of Strategy:

Applicable Population(s):

Curriculum Area(s):

Goal:

Procedural Steps:

Possible Modifications:

Time Considerations:

Source(s):