

Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal SPED Date Submitted 9/15/11

Contact Person Lyle Barton E-mail lbarton@kent.edu Phone 2-0578

Course Number/Title Sped 43981 Student Teaching Number of Credits 5-9

Check one:

New Proposal Resubmission with Revision; Date of Original Submission _____

Select Appropriate Experiential Learning Category/Categories: Drop down menu of five categories [Civic Engagement, Creative/Artistic Activities, Practical Experiences, Research, Study Abroad/Away]

Chair/Director Signature P. Dillmann-Jenkins Date 10/18/2011

Date Approved by College Curriculum Committee _____

Dean Signature: _____ Date _____

For URCC use only

Date Received by URCC _____

Decision:	Approved	_____ (Date)
	Withdrawn by Submitter	_____ (Date)
	Minor Revision – Resubmit	_____ (Date)
	Major Revision – Resubmit	_____ (Date)
	Denied	_____ (Date)

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: SPED 43981 Student Teaching in Special Education

Credit Hours: 5-9

Prerequisite(s): Admission to Advanced Study, All Professional Education Coursework, and Co-requisite: SPED 49525

Please attach a master syllabus for this course.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component*.

1. Describe how the course provides opportunities for students to:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;

The Student Teaching experience in Special Education is designed specifically to connect ideas, concepts and skills developed at the university with their applications to new and different contexts. After consultation with their academic advisor and the Student teaching Office in the Vacca Center, teacher candidates are assigned to a public school district in Northeast Ohio to work with a licensed and experienced Special Education teacher who serves as their on-site cooperating teacher. This experience allows the student to apply course concepts and skills in a practical setting. The student teaching experience involves a range of teaching and learning experiences with diverse student learners and requires the student to confront, manage, and grow from the complex challenges in such teaching

- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and

The Student Teaching experience broadens the students' understanding of the discipline, the world and themselves as learners as they function in an applied and diverse setting. Students must apply knowledge and skills acquired from their classes in the practice of teaching and managing a classroom.

- Reflect on the meaning of the experience for their current and future learning.

The Student Teaching experience provides the student an opportunity to consider and integrate information from their university experience as reflected in their day-to-day teaching experience in their classrooms. In addition, they also have the opportunity to reflect through discussion and conversation with their cooperating and other fellow educators in the school setting as well as with parents and other related professionals (e.g., speech therapy, school psychology, physical therapy). Finally, they also can reflect with other student teachers through the co-requisite seminar class.

2. Explain how the three learning outcomes will be assessed:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;

Performance and skill evidence are assessed using university instruments aligned with the Ohio Standards for the Teaching Profession. Teacher candidates must achieve 80% proficiency on all standards in order to pass the experience. Supervisors conduct a formative midsession assessment in consultation with the cooperating teacher and a summative assessment at the end of the experience.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Supervisors are trained in the use of the assessment instrument for student teaching. Teachers in the schools, and the university supervisors will assess the teacher candidates. The Student Teaching handbook provided both candidates and supervisors with information about the assessment.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____

All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	02-01-01	Requested Effective Year	02F
Course Title	STUDENT TEACHING IN SPECIAL EDUCATION		
Course Prefix	SPED		
Course Number	43981		
Slash Course	The only applicable combinations are: 4-5; 4-5-7; 6-7		
Cross-listed with			
Course Title Abbreviation	STUDENT TEACHING SPED		
KSU Type			
Minimum Credit	4	Maximum Credit	9
Credit Connector	V		
Grade Rule	U4		
Credit By Exam	CBE-N		
Activity Type	PRA		
Course Fee	0	Per Credit Hour	

Following four fields completed by the Provost's Office

OBR Program Code	40
OBR Course Level	3
OBR Department	227
CIP Code	
Prerequisite	Admission to Advanced Study; All Professional Education Coursework. Corequisite: SPED 49525.
Catalog Description	Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities of students with exceptionalities for 200 clock hours under the supervision of the school-based mentor teacher and the university supervisor.

SPED 43981: SPED Student Teaching

Prerequisite: All professional education coursework; Taken concurrently with SPED 43925, Student Teaching Seminar in Special Education

Credit: 5-9 hours

Instructor:

Contact Points:

Office Hours

All hours are by appointment only, prior to class, after class, or a time that is convenient for both.

Catalog Description

Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities for students with exceptionalities for 200 clock hours under the supervision of the school-based mentor teacher and the university supervisor.

Course Requirements

Professional Development Activities: 15 points (5 points for each activity)

You are to attend 3 professional activities. At least one, if possible, should be related to a professional organization or resources. Others could be IAT, IEP, staff, workshops or school in-service meetings. Please fill out a professional activity sheet for each meeting.

Video Self-Reflection: 20 points (10 points for each reflection)

Video self-reflection will be the only partner project. Each person will videotape themselves during one 30-minute lesson during the beginning of their student teaching placement and one 30-minute lesson toward the conclusion of their student teaching placement. Partners will view and analyze the video and address 1) areas of strength, 2) areas for improvement, 3) feedback on the use of instructional method, materials, classroom management procedures and affect toward pupils. A summary of the viewing with self-analysis and partner suggestions must be turned in. (REMEMBER: **You must get permission from parents to do this project!** Ask your cooperating teacher the procedure for this).

During student teaching, the focus is on a number of "professional performance areas," including, but not limited to:

- Instructional management/teaching strategies
- Engaging in effective collaboration
- Identifying and using appropriate resources to provide optimal service
- Classroom management and discipline
- Assessment and diagnosis
- Decision making
- Professional/personal qualities and personal attributes
- Demonstrating positive and respectful regard for students and their families
- Educational background, academic success, commitment to lifelong learning by identifying strengths and weaknesses (including biases) in own performance

Resume: 10 points

Work Sample 34 points (2 points for each component (17) from WS rubric)

Section 1: Contextual Factors

Section 2: Plan for Learning Environment

Section 3: Beginning Assessment and Learning Outcomes

Section 4: Design for Instruction

Section 5: Analysis of P-12 Student Learning

Section 6: Reflections and Self-Assessment

NOTE: All written work is to follow APA guidelines

Unit Presentation: 11 points

You will present your portfolio and demonstrate a hand on activity that was incorporated within this plan.

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MEETING DATES (syllabi subject to change)

Date	Roles and Responsibilities of the Student Teacher Contextual Factors (WS 1)
Date	Setting up for Instruction Effective Collaboration Teaching Domains
Date	Planning for Learning Environment (WS 2) Classroom Management
Date	Planning with KSU Supervisor
Date	Beginning Assessments and Learning Outcomes (WS 3)
Date	Design for Instruction (WS 4)
Date	Analysis of P-12 Student Learning (WS 5)
Date	Planning with KSU Supervisor
Date	Reflections and Self-Assessment (WS 6)
Date	IDEA/MFE/IEP
Date	Licensure and Praxis III
Date	Exit Surveys HQT (Highly Qualified Teacher)
Date	Planning with KSU Supervisor

Date	Unit Presentations
Date	Unit Presentations and Master Teacher

ASSIGNMENT DUE DATES

Date	Section 1: Contextual Factors
Date	Section 2: Planning for Learning Environment
<i>Date</i>	<i>Section 3: Beginning Assessment and Learning Outcomes</i>
Date	Section 4: Design for Instruction
Date	Section 5: Analysis of P-12 Student Learning
Date	Section 6: Reflections of Self-Assessment 3 Professional Activities 2 Video Self-Reflections Unit Presentation
Date	Unit Presentation

All assignments are to be submitted on the due date with 1 point being deducted for each day the assignment is late. The total points deducted from late assignments will be subtracted from your total count (100) at the end of the semester. It is to your benefit that ALL assignments be turned in on time!