

SYLLABUS Fall 2014
PRACTICUM IN ADOLESCENCE INCLUSIVE GENERALIST EDUCATION WITH SEMINAR
EDI 475 (12 credit hours) EDI 575 (9 credit hours)

The College at Brockport
State University of New York
Department of Education and Human Development
Professional Education Unit

Instructor's Name:

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- I. Course Description:** The Practicum with Seminar includes two (2) college-supervised student teaching experiences: middle school (grades 7-9), and high school (grades 10-12). One of these two placements must be in a special education setting under the supervision of a teacher certified in special education. The practicum provides candidates with experiences in a variety of communities, and across student developmental levels. Further, it provides opportunities to interact with parents/caregivers, to work in high-need schools, to work with students who are English-language learners, and students who are diagnosed with disabilities.

The student teaching seminar provides support and encouragement for the teacher candidate through meetings with other teacher candidates, the college supervisor(s), and resource personnel. Teacher candidates reflect upon their teaching experiences in terms of evaluation of self and future goals, acquisition of new knowledge and how it relates to self and the teaching profession, and how successful they are linking previously learned theory and methodology with their classroom experiences.

- II. Objectives:** The Practicum with Seminar enables candidates to meet the following objectives:
- a) Student teach for approximately eight (8) weeks at two developmental levels: middle school (grades 7-9) and high school (grades 10-12). One placement must be in a special education setting.
 - b) Demonstrate ability to assume responsibility for a full-time teaching assignment by performing all teaching duties for a minimum of one week for each placement.
 - c) Design and teach a well-designed edTPA learning segment during the first quarter, and a unit plan during the second quarter, based on New York State Standards and Common Core Standards.
 - d) Develop and conduct appropriate formative and summative assessments and demonstrate use of assessment data in making teaching decisions.
 - e) Work with small groups, and the entire class, demonstrating awareness of learners' needs, abilities, interests, and characteristics, and implementing appropriate instruction.
 - f) Establish increasingly complex teaching goals, reflect on teaching experiences, and link previously learned theory and methodology to classroom experiences.
 - g) Demonstrate a variety of observable classroom management strategies.
 - h) Complete the edTPA performance based assessment required for New York State certification.

- i) Interact with students' families in multiple ways.
- j) Participate in faculty meetings, grade level or department meetings, school-based management meetings, conferences, workshops, superintendent conference days, PTA meetings, etc. as offered.
- k) Become familiar with school policies, practices, and personnel.
- l) Develop an electronic student teaching portfolio using Tk20.
- m) Observe in a variety of different classrooms over the course of both placements.
- n) Prepare for the job search process.

III. Course Topics: The Practicum with Seminar includes topics appropriate to the student teaching experience. The major topics are:

- a) Lesson planning
- b) Actively engaging students in learning, Effective instruction
- c) Student assessment
- d) Individual student needs
- e) Classroom environment and behavioral management
- f) Diversity in the classroom
- g) NY State Standards for Teaching and Learning, including Common Core Standards
- h) Communication with parents and caregivers
- i) The certification process
- j) The edTPA performance based assessment
- k) The job search process (credential files/interviewing/resumes)
- l) The electronic student teaching portfolio (Tk20)

IV. Professional Education Unit Conceptual Framework and Course Rationale: Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student teaching is the capstone field experience of the teacher certification program. It links theory with practice and is designed to advance the highest standards of learning for all students. Program candidates apply their knowledge of the New York State Learning Standards, the Common Core Standards, and the developmental, academic, and social needs of students at different grade levels in two separate student teaching placements. A minimum of two formal assessments in each placement and additional support through informal feedback, telephone and e-mail conversations and the weekly seminar broaden their understanding of students, learning, New York State Learning Standards and Common Core Standards, and the teaching profession.

V. Instructional Methods and Activities:

- a) Plan lessons and learning experiences in collaboration the school-based teacher educator.
- b) Work with individual students, small groups of students, and the entire class.

- c) Design assessments of student progress and use assessment data to improve teaching and student learning.
- d) Establish weekly goals for student teaching in collaboration with the school-based teacher educator and college supervisor.
- e) Video record at least 3-5 lessons typically during the first placement for multiple uses, including edTPA Task 2 requirements. Confer with the school-based teacher educator and/or college supervisor and peers about the lessons.
- f) Communicate with parents.
- g) Implement classroom management strategies.
- h) Observe in other classrooms.
- i) Attend faculty meetings, team meetings, etc.
- j) Become familiar with school policies and procedures.
- k) Complete the requirements of the edTPA assessment typically during the first placement.
- l) Complete a self-evaluation at the midterm of each assignment using the student teaching progress report. Conference with the school-based teacher educator about the self-evaluation.
- m) Attend, actively participate, and complete all assignments of the student teaching seminar.
- n) Include artifacts from special education coursework as a part of the student teaching electronic portfolio. Additional artifacts from student teaching detailing candidates' knowledge and skills in special education should be added as appropriate.

VI. Evaluation and Grade Assignment:

Grading Scale: The Practicum with Seminar is graded on a Satisfactory/ Unsatisfactory (S/U) basis. The teacher candidate must complete both student teaching assignments at a satisfactory level. The college supervisor in consultation with the school-based teacher educator is responsible for assigning the final grade.

If a teacher candidate is not performing at a satisfactory level, specific evidence of the problem(s) and area(s) of concern must be shared with the teacher candidate both verbally and in writing. Suggestions for improvement and adequate time must be provided for remediation. The "Remediation Policy for Student Teaching" explains options in detail. The college supervisor in consultation with the school-based teacher educator and faculty and administrators from the Department of Education and Human Development will determine satisfactory or unsatisfactory status.

Teacher candidates are required to maintain an electronic portfolio of their knowledge and skills. The special education section contains assignments from previously taken courses in special education, including: FBA/BIP, Observation Report, and IEP, Unit Plan, Lesson Plan, IEP, Field Experiences Evaluation, Log of Hours, Checklist of Disabilities, Philosophy of Teaching Statement and any other assignments as directed by college supervisors.

Prior assignments have been graded by course instructors and the final version of each assignment was archived by the teacher candidate at the time of course completion. The college supervisor may require additional artifacts to be part of the portfolio. College supervisors will review the portfolio with all artifacts in its completed, final version.

VII. Required Activities:

- A) Attend special activities such as parents' night, school meetings, house meetings, special school events, etc.
- B) When appropriate, attend professional meetings. Teacher candidates should participate in Superintendent's Days, faculty meetings, professional development meetings, CEC meetings, etc.

- C) Observe other teachers. For example:
 - a. Observe a new teacher (Less than 4 years experience)
 - b. Observe a veteran teacher (4+ years experience)
 - c. Observe a special education teacher
 - d. Observe at least one special subject (art, music, PE)
- D) Become acquainted with the functions of other professional staff, e.g.
 - a. Principal and/or Vice Principal
 - b. School Counselors
 - c. School Nurse
 - d. Psychologist
 - e. Special Education Coordinator
 - f. Social Worker
 - g. Librarian
- E) Lesson plans and unit plans
 - a. Planning is a critical activity. Teacher candidates should have a **written lesson plan for all lessons.** Provide a **printed lesson plan for the lessons that are observed by the college supervisor in advance of the lesson.**
 - b. Teacher candidates will be responsible for planning and teaching a full day of classes for at least a week during each placement. Since each placement is only seven/eight weeks in length, teacher candidates should assume teaching responsibility as soon as possible.
 - c. The edTPA performance based assessment required for New York State certification will typically be completed during the first placement.
- F) Observation and Evaluation
 - a. The school-based teacher educators (SBTE) who work with teacher candidates on a daily basis will make numerous observations of their teaching. Teacher candidates should actively seek their advice and act on suggestions.
 - b. The school-based teacher educator will formally assess the teacher candidate at the mid-point and at the end of the placement. The teacher candidate will complete a mid-quarter self-evaluation. Teacher candidates and school-based teacher educators will be notified when to complete them using Tk20. The SBTE and the college supervisor will complete final evaluations at the completion of the placement (also using Tk20).
 - c. The college supervisor will assess the teacher candidate a minimum of two times each placement and provide formal written assessments after each placement. Post-observation conferences will be held with the teacher candidate (and if possible the school-based teacher educator). Additional formal and informal assessments are scheduled as needed or requested.
 - d. For the edTPA placement teacher candidates will video record at least 3-5 lessons as part of the edTPA assessment. These may be reviewed as part of the seminar.

VIII. Attendance Policy and Procedures:

The State University of New York requires that each teacher candidate complete 15 weeks of student teaching. Since the school-based teacher educator depends on the teacher candidate as an integral member of the instructional team, the teacher candidate **should not** take days or time off from student teaching without receiving prior approval from the school-based teacher educator and college supervisor. It is understood that illness and other personal issues arise at times and candidates need to be absent for good reason. In the case of any absence, the teacher candidate **must** contact the SBTE and college supervisor. At the beginning of each placement, the teacher candidate should discuss with the SBTE and college supervisor the best way to reach them. Should there be absences exceeding two (2) days, the candidate **must** confer with the college supervisor to develop a plan to meet student teaching attendance requirements for certification purposes. It is the teacher candidate's responsibility to initiate this contact and make arrangements

for plans, materials, equipment and supplies to be received by the school-based teacher educator prior to the absence.

Likewise, teacher candidates are expected to attend all seminar classes and complete all assignments on time. The teacher candidate is responsible for contacting the course instructor (college supervisor) in the event of a class conflict. The college attendance policy can be found at: <http://www.brockport.edu/policies/index.php>.

IX. Other Course Policies:

- A) All class policies follow those outlined in the College information policy guidelines located at the following website: <http://www.brockport.edu/policies/index.php>. Candidates must adhere to these policies during their student teaching semester.
- B) Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

All work presented in student teaching portfolios must be the work of the teacher candidate. Any work done within a group assignment or taken from another source must be clearly referenced. Teacher candidates should use the American Psychological Association (APA) ethical guidelines in accessing and writing research.

1. Plagiarism is strictly monitored and prohibited.
 2. Plagiarism is defined as using another person's writing, thoughts, ideas, and wording without crediting that author according to the APA guidelines.
- C) Disability Statement: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.
- D) Drop/Withdrawal Policy: Drop deadline is Tuesday, September 23, 2014 at 5PM. After this date, you can leave this course during the *withdrawal period*, which ends Friday, October 31 at 5 PM. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, which ends Friday, November 28, 2014 at 5PM. Students may withdraw for extraordinary, documented circumstances by permission of the department chair.
- E) Professional Education Unit (PEU) Policy on Teacher Candidate Work
Teacher candidate coursework in Education courses must be made available for national accreditation review. Teacher candidates' and K-12 students' materials (including written assignments and video recordings) may be retained by the department indefinitely. All identifying information will be removed. Teacher candidates should make copies of their work so they will have a record of their learning.
- F) Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for

instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published at <http://www.brockport.edu/policies/index.php>.

X. First Questions for the School-Based Teacher Educator:

- A) Classroom management procedures:
- How is the beginning of the class handled, e.g., daily “bell work,” attendance and lunch routines, morning meeting?
 - Procedures for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper, pencils, tardiness, etc.
 - Is there a student behavior management process, and if so, what is it?
- B) SBTE’s class procedures, for example:
- Homework
 - Responding to questions – hand raising?
 - Seating arrangements
 - Student moving about in the classroom
 - Textbooks
 - Talking in class
- C) Safety rules and regulations:
- Fire drills, accidents and accident reports, emergencies
- D) School procedures for:
- Getting supplies
 - Duplicating materials
 - Audio – Visual materials
 - Library usage
- E) What will the student teacher’s role be if there is a substitute teacher?

XI. Textbooks:

Student Teaching Handbook. Brockport, NY (2014). Field Experience Office, Department of Education and Human Development, The College at Brockport, SUNY
<http://www.brockport.edu/ehd/Fieldexp/handbooks.html>

edTPA Handbook.

College supervisors will assign any supplemental textbooks or course materials beyond the *Student Teaching Handbook* or the *edTPA Handbook*.

XII. Seminar Schedule:

The student teaching calendar follows the college semester for the beginning and ending dates and the school district schedule for all weeks in between. Program candidates are expected to attend each weekly seminar. Specific seminar schedules and locations are determined by the college supervisor(s).

XIII. Recommended Timeline for Completing the First Draft of the edTPA Assessment

Week	edTPA Task
Weeks 1 & 2	<ol style="list-style-type: none"> 1. With SBTE, complete edTPA Context for Learning Information form. 2. With SBTE complete edTPA checklist projected timeline. 3. With SBTE, prepare introductory opt-out permission letter. 4. With SBTE, determine edTPA Learning Segment (3-5 lessons). 5. Begin preparing lesson plans and supporting materials (Task 1). 6. Special Education edTPA candidates ONLY - With SBTE, determine focus learner’s primary & supporting learning targets. 7. Elementary Education edTPA candidates ONLY - With SBTE, determine math learning segment for assessment (Task 4).
Weeks 3 & 4	<ol style="list-style-type: none"> 1. Write Task 1 Planning Commentary draft, (reflecting on Task 1 rubrics). 2. Plan for Task 2 video recording of your instruction. 3. Begin video recording learning segment lessons. 4. Upload videos to File City. 5. Collect student assessments for analysis (Task 3).
Weeks 5 & 6	<ol style="list-style-type: none"> 1. Finish video recording (if not completed). 2. Determine which video segment(s) to submit. 3. Write draft of Task 2 Instruction Commentary (reflecting on rubrics). 4. Analyze whole class student assessments & focus students’ assessments (Task 3). 5. Identify Student Work Samples and Evidence of Feedback. 6. Elementary Education edTPA candidates (ONLY) - Task 4: Mathematics Assessment 7. Analyze whole class student assessments & focus students’ assessments. 8. Identify Student Work Samples and Evidence of Feedback.

Weeks 7 & 8	<ol style="list-style-type: none"> 1. Write draft of Task 3 Assessment Commentary (reflecting on rubrics). 2. Finish all edTPA tasks. <p style="text-align: center;">Elementary Education edTPA Student Teachers (ONLY)</p> <ol style="list-style-type: none"> 3. Plan re-engagement lesson (Task 4). 4. Write draft of Task 4 Assessment Commentary (reflecting on rubrics).
November 26, 2014	<ol style="list-style-type: none"> 1. Revise and finalize all edTPA text files. 2. Finalize video clips and compress files. 3. When ready, upload final draft to Tk20 for submission to Pearson.

XIV. Student Teaching Checklists:

First Placement Working Checklist

- _____ Two printed lesson plans for college supervisor observations submitted prior to observation
- _____ Two written college supervisor observation commentaries
- _____ Record of participation in professional development opportunities
- _____ Record of parental communication/involvement, e.g. class newsletters, parent-teacher conferences, and special school activities.
- _____ edTPA performance based assessments
- _____ Record of observations of other teachers

Second Placement Working Checklist

- _____ Two printed lesson plans for college supervisor observation submitted prior to observations
- _____ Two written college supervisor observation commentaries
- _____ Unit plan including minimum of 3-5 lessons (observed lesson may be included)
- _____ Record of participation in professional development opportunities
- _____ Record of parental communication/involvement, e.g. class newsletters, parent meetings, and special school activities
- _____ Record of observations of other teachers

Final Portfolio Checklist

- _____ Personal philosophy of education statement
- _____ edTPA performance based assessments **(If not submitted on Tk20 in final form, send draft files to college supervisor as attachments). Due November 26.**

- _____ Second quarter unit plan including minimum of 3-5 lessons each, include pictures if possible.
- _____ Four written college supervisor observation commentaries
- _____ Record of professional development opportunities for both quarters
- _____ Record of parental communication/involvement and special school activities for both quarters.
- _____ Record of observations of other teachers for both quarters
- _____ Special Education Assessments (previously submitted)

1. EDI 4/513 Introduction to Special Education:

- (1) FST paper, &
- (2) FBA/BIP Case Study;

2. EDI 4/514 Methods of Special Education:

- (1) Inclusive Unit Plan,
- (2) Inclusive Lesson Plan, &
- (3) IEP;

3. EDI 4/519 Assessments of Special Education:

- (1) Observation Report,
- (2) Standardized Test Report,
- (3) Inclusive Teaching Philosophy, &
- (4) IEP project;

4. Student Teaching Placements 1 & 2:

- _____ Other documentation relevant to students with diverse learning needs, such as evidence of parental communication/involvement, CEC participation, individual work with students as appropriate.
- _____ Any other documentation included to demonstrate teaching skills, e.g., written observation from principal that would not be placed in the credential file.

XV. Bibliography:

A brief list of resources that address the course content knowledge base includes:

A) Contemporary References:

Darling-Hammond, L., et al. (1993). *Authentic assessment in practice: A collection of portfolios, performance tasks, exhibitions, and documentation*. NY: National Center for Restructuring Education, Schools and Teaching (NCREST). Teachers College, Columbia University.

“Educating for Diversity”. Themed issue. *Educational Leadership*, 51 (May, 1994).

“Inclusion”. Themed issue. *Phi Delta Kappan*, 77 (December, 1995).

Lazear, D. (1992). *Teaching for multiple intelligences*. Bloomington, IN: Phi Delta Kappa.

Mendler, Allen N. (2001) *Connecting with Students*. Alexandria, VA ASCD.

New York State Teaching and Learning Standards appropriate to content level and grade level of teaching.

Rutherford, Paula. (2009) *Why Didn't I Learn This in College?* second edition. Alexandria, VA: Just Ask Publications.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve performance*. San Francisco: Jossey-Bass.

Wong, H. K. & Wong, R. T. (2009) *How to be an Effective Teacher: The First Days of School*. Mountain View, CA: Wong Publications, Inc.

B) Classic References (*before 1991*):

Bloom, B. S. (Ed). (1956). *Taxonomy of educational objectives: Classification of educational goals. Handbook I: Cognitive Domain*. NY: Longman, Green & Co.

Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.

Schon, D. A. (1989). *Educating the reflective practitioner: Toward a new design for teaching and learning*. San Francisco: Jossey-Bass.

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