

## Course Information

Date Submitted: 11/22/2015

Current Prefix and Number: EDS - Special Education , EDS 550 STU TEACHING:MOD/SEVERE DISABILITIES

Other Course:

Proposed Prefix and Number: EDS 550

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Amy Spriggs

Email: amy.spriggs@uky.edu

Phone: 859-257-9105

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: STUDENT TEACHING: MODERATE/SEVERE DISABILITIES

Proposed Title: Student Teaching: Special Education

c. Current Transcript Title: STU TEACHING:MOD/SEVERE DISABILITIES

Proposed Transcript Title: STU TEACHING:SPEC ED

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

PRACTICUM: 40

Proposed Meeting Patterns

PRACTICUM: 40

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 6 - 12 (variable)

Proposed number of credit hours: 12

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Student teaching in the low-incidence disabilities classroom. Supervised student teaching in a classroom for students identified as having moderate to severe disabilities. To be offered on a letter grade basis only.

Proposed Course Description for Bulletin: Supervised student teaching in a classroom for students with disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities and learning and behavior disorders. Student teachers are required to demonstrate attainment of the Kentucky Teacher Standards. Student teachers will be evaluated on these competencies by the university supervisor and the supervising classroom teacher throughout the student teaching placement. EDS 550 is offered on a letter grade basis only.

2j. Current Prerequisites, if any: Prereq: Must complete the published College requirement for admission to student teaching, including admission to the Teacher Education program; or consent of instructor.

Proposed Prerequisites, if any: Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) for admission to student teaching; admission to the Teacher Education Program or permission of instructor. Successful completion of all EDS Core Moderate/Severe Disabilities (MSD) and Learning and Behavior Disorders (LBD) Certification Area course work. EDS 550 is the final certification requirement in the special education teacher undergraduate program. Prior to entering this course, the special education major will have successfully completed all MSD and LBD Area and EDS CORE practica in a variety of learning environments serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities and learning and behavior disorders.

2k. Current Supplementary Teaching Component: Community-Based Experience

Proposed Supplementary Teaching Component: Community-Based Experience

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: Option 6 Alternative Certification in Moderate and Severe Disabilities (a new course has been created for their requirement)

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education  
Chair, Undergraduate Council  
Chair, Graduate Council  
Chair, Senate Council  
Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair  
Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities [MSD] and Learning and Behavior Disorders [LBD]) have been working for four years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. Currently, we teach our candidates in either MSD or LBD. We are proposing to combine the two into one Special Education program. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program (currently MSD) will add existing coursework in LBD. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education (currently, our candidates are only eligible to get a Master's degree in the same area in which an undergraduate degree has already been awarded). The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.

There are a few changes to courses outside of the Department of Early Childhood, Special Education, and Rehabilitation Counseling that will be affected. These changes were made in consultation with the course instructors and department chairs. For example, candidates teaching special education are required to teach all content areas so courses in Social Studies and Science methods were added. Letters of support are attached.

The materials that are included in this program change include:

- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
  - EDS 401 – New Course
  - EDS 402 – New Course
  - EDS 517 – Minor Change
  - EDS 518 – New Course; DL
  - EDS 526 – New Course; DL
  - EDS 528 – Major Change; DL
  - EDS 529 – Major Change; DL
  - EDS 530 – Major Change
  - EDS 546 – Major Change
  - EDS 548 – Minor Change
  - EDS 549 – Minor Change
  - EDS 550 – Major Change
  - EDS 570 – Major Change; DL
  - EDS 650 – New Course; DL \*This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them
- 
- EDS 513 - no change
  - EDS 516 – no change
  - EDS 547 – no change

**EDS 550: Student Teaching  
Syllabus  
Semester  
Location  
Day and Time TBD  
“Research and Reflection for Learning and Leading”**

Instructor:	TBA
Office Location	TBA
Phone Number	TBA
Email	TBA
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llob_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llob_id16</a>
Face-to-Face Librarian	Sarah Vaughn, Education Librarian <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a> 859.257.7977
Face-to-Face Interlibrary Loan Service	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>
Course Website:	Additional information will be on the Canvas site. <a href="https://elearning.uky.edu">https://elearning.uky.edu</a>

**Course Description**

Supervised student teaching in a classroom for students with disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities and learning and behavior disorders. Student teachers are required to demonstrate attainment of the Kentucky Teacher Standards. Student teachers will be evaluated on these competencies by the university supervisor and the supervising classroom teacher throughout the student teaching placement. EDS 550 is offered on a letter grade basis only.

**Prerequisites:**

Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) for admission to student teaching; admission to the Teacher Education Program or permission of instructor.

Successful completion of all EDS Core and Moderate/Severe Disabilities (MSD) and Learning and Behavior Disorders (LBD) Certification Area course work. EDS 550 is the final certification requirement in the special education teacher undergraduate program.

Prior to entering this course, the special education major will have successfully completed all MSD and LBD Area and EDS CORE practica in a variety of learning environments serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities and learning and behavior disorders.

**UK College of Education Professional Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes **learning** in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**Course Learning Targets, Outcomes, and Assessments**



EDS 550 will provide an additional clock hours of direct intervention with the MSD population in one placement (Note: Kentucky Department of Education student classification of Functional Mental Disabilities or FMD) and the LBD population in one placement. The primary objective of EDS 550 is for the participant to exit the training program and be able to assume direct instructional responsibility for an MSD and LBD classroom as a certified teacher. It provides a supervised opportunity to develop, refine, and demonstrate the competencies that are essential for highly effective teaching and learning in the MSD and LBD classroom environments.

Student teaching is the culmination of the MSD/LBD dual Teacher Certification Program. As such, it encompasses all of the products or competencies of the certificate program's course work. Student teachers will be expected to successfully complete all of the following products prior to receiving a grade for EDS 550.

These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

<b>Learning Target/Outcomes: Special Education Content</b>	<b>Assessment (Formative/Summative)</b>
Develop an assessment plan for the purpose of instructional planning for, when possible, a secondary (i.e., middle or high school) student with a moderate to severe disability (MSD) or learning and behavior disorder (LBD).	Formative: Previous course readings and class discussions Summative: Assessment plan, portfolio entry
Administer the instruments and conduct the assessment procedures identified in an assessment plan.	Formative: Previous course readings and class discussions Summative: Assessment results presented in present level of academic and functional performance
Write a present level of performance based on the assessment plan results.	Formative: Previous course readings and class discussions Summative: Written present level of academic and functional performance
Write an individualized education program (IEP) and individualized transition plan (ITP) using the information obtained through the assessment conducted on a P-12 student with MSD or LBD.	Formative: Previous course readings and class discussions Summative: Complete IEP (with ITP if practicum is in a secondary placement), portfolio entry
Develop two units of instruction for the in either language arts or math. The unit completed in the MSD setting must	Formative: Previous course readings and class discussions

be related to the Kentucky Alternate Assessment. This alternate assessment activity is to align with the IEP objective for which you are providing instruction using data-based instructional procedures.	Summative: Alternate assessment activity, portfolio entries
Write instructional programs by developing appropriate instructional objectives, selecting various instructional strategies, designing instructional programs, and implementing instructional programs with fidelity; monitor, evaluate, and modify instructional programs as needed.	Formative: Previous course readings and class discussions Summative: Instructional programs, portfolio entries
Demonstrate competency with specific response prompting strategies	Formative: Previous course readings and class discussions Summative: University supervisor observations
Develop and use data systems for classroom use that demonstrate various types of data recording, graph data to assist teaching and documentation of pupil progress, and maintain reliable data recording system	Formative: Previous course readings and class discussions Summative: Instructional programs, portfolio entries, university supervisor observations
Design appropriate adaptations and/or modifications to support P-12 students being instructed in inclusive educational settings	Formative: Previous course readings and class discussions Summative: Alternate assessment activities, portfolio entries
Design instructional programs that teach core content in a manner that is meaningful or “personally relevant” to students with disabilities. Students will become familiar with required core content standards and develop instructional programs that link functional and core content skills for P-12 students with MSD and that include appropriate instructional objectives, various instructional strategies, and effective monitoring strategies for P-12 students with LBD.	Formative: Previous course readings and class discussions Summative: Alternate assessment activities, portfolio entries
Develop and implement one functional behavioral assessment and intervention plan	Formative: Previous course readings and class discussions Summative: FBA, data pathway charts, behavior change plan, portfolio entries

### Course Delivery

The seminar portion of this course is designed as a hybrid course. All undergraduate student teachers in the class will take the course face-to-face. Two 8-week undergraduate student

teaching placements will be assigned prior to the first day of class. One of these placements will be in an MSD classroom environment, the other will be in an LBD classroom environment.

### Unbridled Learning Initiatives

This course will provide student teachers an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Academic Standards, assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As student teachers carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

### Required Texts

There is no required text for student teaching; however, you will be expected to review all previously required MSD/LBD dual Program texts and curriculum materials as necessary. In addition, seminar readings and materials will be posted on the course Canvas site.

### Grades

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor’s judgment. Assignments turned in early *may* be graded early; assignments needing to be re-submitted in order to demonstrate mastery of teacher standards will be graded at ½ credit. Grades will be based on the scores accumulated by the student weighted by the following points:

Assignment	Points
Weekly schedule/Daily Lesson Plans	0
Source of Evidence: Context	10
Source of Evidence: Lesson Plan (minimum 6)	30
University Supervision Observation (X6)	60
Source of Evidence: Post Observation Document (X6)	18
Source of Evidence: Student Growth (Instructional Programs) (X2)	100
Source of Evidence: Self-Assessment (1)	5
Alternate Assessment Unit of Instruction (X2)	100
Functional Behavioral Assessment and Intervention Plan (1)	100
Individual Education Plan, including ITP if completed in secondary setting (1)	100
Source of Evidence: Student Voice (X2)	50
Source of Evidence: PGP (1)	20
Self-monitoring of videotaped instruction (1)	50
Seminar Attendance	12
Cooperating teacher evaluations (X2)	100
Student teaching portfolio	10
Total	715

**Incompletes.** A grade of “I” (incomplete) will only be given if the student teacher suffers an emergency during student teaching that requires an extended absence. If the student has more than eight weeks left of student teaching when the “I” occurs, the student teacher will have to repeat student teaching in its entirety. Students with less than eight weeks left of student teaching with the “I” occurs will have to repeat at least one full eight-week placement in the following semester. Grades will be awarded at the end of the semester following the “I.” Failure to complete student teaching requirements within ONE academic year will result in a grade of “E.”

**Assignment of course grades.** Grades will be awarded on the following scale:

<u>Undergraduate</u>	<u>Graduate</u>
100 – 90% = A	100-93%A
89 - 80% = B	93- 84% B
79 - 70% = C	83- 75% C
69 - 60% = D	
59% and below = E	

(NOTE: Student teachers must make at least an 80% (B) in both 8 week placements to PASS student teaching. Graduate students are not eligible to earn a D per Graduate School policy.)

### Final Exam Information

Student teaching portfolios will be turned in as a final project for student teaching. They are due by 4:00 PM \_\_\_\_\_.

### Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Submission of Assignments

All written assignments must be prepared in a professional manner. “Professional” is defined as following APA guidelines (6<sup>th</sup> ed., 2010).

- All final products must be typed and an electronic copy submitted to the instructor by 7:15 pm on OTIS by the due date unless otherwise noted.
- File must be named in the following format: last name\_assignment name.
  - For example, Jane Doe submitting the IEP assignment should label it as follows: Doe\_IEP.
- The subject of the email should be the file name.
  - For example: Doe\_IEP
- In addition, this file name must be in the header on each page of the assignment (to create a header, go to *view* and click on *header/footer*).
- **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.** Students with pre-arranged excused

absences are responsible for getting the assignment to the professor by the due date. Students with emergencies will have one week after the excused absence to turn in their assignments.

### **Student Teaching Attendance**

Student teaching hours: Follow the required schedule for teachers at your student teaching placement site. If your teacher is at school, you should be at school (e.g., if there is a faculty meeting you are required to attend, if there is a Curriculum Night, you are required to attend, etc.). Kentucky regulations require a *minimum* of 70 days of student teaching. Absences other than inclement weather days may be made up during finals week, at the discretion of the university supervisor. Absences (including inclement weather days) that result in fewer than 70 days of student teaching must be made up during finals week. Note: Seventy days of student teaching is the minimum expectation, you are expected to continue student teaching at each placement until the end date for each.

- *Undergraduate students:* If you will be absent, late, or leave early from student teaching it is necessary that you notify (a) the university supervisor, and (b) the supervising teacher. If I will be the person supervising you, notify me via e-mail at \_\_\_\_\_ as soon as you know you will be absent. Please ask your supervising teacher how he/she prefers to be notified. *Lack of notification of either the university supervisor and/or supervising teacher on an observation day will result in failure of that observation; on all other days, it will result in the loss of 5 points.*

### **Seminar Attendance**

Seminar attendance is required. Prior to class, you are expected to read and study any assigned materials as necessary to understand the material and prepare for participation in class discussions. In addition, be prepared to discuss student teaching assignments identified for specific sessions in the seminar schedule. You must notify the instructor in advance of any absences. You must notify the instructor in advance of any absences, and any absences beyond the initial one will result in a 20-point deduction each.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Excessive Absences**

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)*

### **Participation and Professionalism**

All student teachers are expected to demonstrate high professional standards in their (a) attendance at assigned EDS 550 placement sites; (b) interactions with parents, teachers, teacher aides, therapists, university supervisor, and other school personnel; (c) interactions with students; (d) confidential and respectful treatment of events observed and information acquired while in the placement; (e) completion of products in a timely manner and in a scholarly form; and (f) attendance at scheduled meetings. Any student teacher missing any days of student teaching (when schools are in session) will be expected to make up the missed days during finals week, at the discretion of the university supervisor. Two student teaching experiences of approximately eight weeks each will be completed during EDS 550. These will be completed in placements across two of the following: an elementary school (K-5), and a middle school (6-8) or a secondary school (9-12) assignment.

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Learning/Classroom Accommodations**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the special education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic

records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the Special Education Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Legal Action**



Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Diversity & Equity**

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Commitment to Addressing the Achievement Gap**

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs" ([http://oldsite.cec.sped.org/AM/Template.cfm?Section=Cultural\\_and\\_Linguistic\\_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://oldsite.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

### **Commitment to Technology**

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

### **Course Components**

Course activities have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the

Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis Knowledge and Skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
<p><b>Weekly Schedule/ Daily Lesson Plans/ Source of Evidence: Lesson Plan</b></p>	<p>Student teacher will provide the course instructor with a <i>daily classroom schedule</i> and a <i>written set of lesson plans</i> for each week of student teaching (unless otherwise instructed), beginning with the second week of each placement. The schedule should be turned in to the course instructor by the second week of each placement and must include beginning and ending <i>times</i> for each class period/subject area (i.e., the schedule may not identify only periods/hours). The daily classroom schedule is for the classroom as a whole and should detail those time periods or activities during which the student teacher will have responsibility as well as those of the supervising teacher and any aides or undergraduate practicum students present in the classroom. <i>If the daily schedule changes during the placement, it is the student teacher's responsibility to inform the course instructor by providing a revised copy of the schedule.</i></p> <p>The daily lesson plans should be kept in a notebook at the student teaching placement site and be provided to the instructor during each student teaching observation. A plan must be written for every lesson that the student teacher is responsible for delivering. Student teachers must include the daily classroom schedule and a representative set of lesson plans in their program portfolio.</p> <p>The Source of Evidence: Lesson Plan must</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 7</p> <p>Framework for Teaching Standards 1a,1b, 1c, 1d, 1e, 1f, 4c</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK Teacher Leader Standards 4</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p>

	<p>be completed for each lesson that will be observed by the University Supervisor.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	
<b>Source of Evidence: Context</b>	<p>At the beginning of each placement, the student teacher will complete a context template outlining and defining the content, students, and resources in the placement. This context is the ground work for all other sources of evidence and should be completed in a thorough manner with attention to detail.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 4, 6, 8</p> <p>Framework for Teaching Standards 1a, 1b, 1d</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 3, 4, 5</p> <p>UK College of Education Teacher Leader Standards 2, 4</p>
<b>Source of Evidence: Post Observation Document</b>	<p>After each university supervisor observation, student teachers will reflect on the effectiveness of instruction, describe patterns in P-12 student performance, and determine new professional learning and resources that could help increase instructional effectiveness. Student teachers will summarize P-12 student performance on lesson objectives. These reflections will be completed using the Source of Evidence: Post Observation Document template.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 4, 5, 7, 8</p> <p>Framework for Teaching Standards 4a, 3e</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement,</li> </ol>

		<p>Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing)</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 3, 4, 5</p> <p>UK College of Education Teacher Leader Standards 2, 4</p>
<p><b>Source of Evidence: Self-Assessment</b></p>	<p>Student teachers will complete a self-assessment on their level of competency on each of the Framework for Teaching standards. This assessment will be completed at the beginning of student teaching by completing the Source of Evidence: Self-Assessment template.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 4, 5, 7, 8</p> <p>Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 6</p> <p>UK College of Education Teacher</p>

<p><b>Alternate Assessment Unit of Instruction</b></p>	<p>During student teaching, student teachers will develop a unit of instruction based on an <i>Alternate Assessment</i> skill for one P-12 student in the MSD classroom placement and a sequential set of lesson plans culminating in a summative assessment in the LBD placement. This will demonstrate the student teacher's ability to conduct sequential lessons. The supervising teacher may assist in this process, but the student teacher is responsible for making any necessary arrangements with other classroom teachers or other school personnel. The units of instruction are due at mid-term and at the end of the semester. Documentation of the unit (e.g., photographs of bulletin boards or art activities, lists or samples of materials and P-12 student work) should be placed in the student teacher portfolio at the end of each student teaching placement.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>Leader Standards 2, 4</p> <p>UK Missions for Research, Reflection, Learning, and Leading Kentucky Teacher Standards 1, 2, 4, 5, 7, 8</p> <p>Framework for Teaching Standards 1a-f, 3a-e, 4a, 4b</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 7</p> <p>UK College of Education Teacher Leader Standards 2, 4</p> <p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p>
<p><b>Source of Evidence: Student Growth (Instructional)</b></p>	<p>Student teachers will collaborate with their cooperating teacher to develop and implement an <i>instructional program</i> for each 8-week classroom placement. The purpose of the two programs is to refine</p>	<p>UK Missions for Research, Reflection, Learning, and Leading Kentucky Teacher Standards 1, 2, 5</p>

<p><b>Programs)</b></p>	<p>and demonstrate the ability to teach a variety of skills with a variety of instructional procedures in a variety of group sizes while collaborating with your cooperating teacher. Student teachers must submit <i>outlines</i> of their proposed programs (including the objective, teaching strategy, and data collection) for the course instructor to review on the dates listed in the course schedule. The course instructor will provide feedback and determine if a revised copy should be submitted. <i>Student teachers should begin implementing programs upon receiving approval from the course instructor and continue to implement throughout the placement.</i> Final copies of these programs and the accompanying data sheets and graphs will be submitted in the student teacher portfolio at midterm and at the end of the final week of student teaching. Student teachers will document collaboration efforts via completion of the Source of Evidence: Student Growth template.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 7</p> <p>UK Teacher Leader Standards 4</p> <p>University of Kentucky Functional Skills and Dispositions 1, 3</p>
<p><b>Functional Behavior Assessment and Intervention Plan</b></p>	<p>Student teachers will develop and implement one <i>functional behavioral assessment and intervention plan</i> during EDS 550 during the <i>elementary</i> classroom placement. The purpose of the functional behavioral assessment and intervention plan is to refine and demonstrate the ability to manage and change individual behavior, collect behavioral data, and make data-based decisions. Student teachers must email drafts of their proposed programs (identifying the target behavior and an outline of data collection procedures) to the course instructor by the dates listed in the course schedule. <i>Student teachers should</i></p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 3, 4, 5, 7, 8</p> <p>Framework for Teaching Standards 1a, 1b, 1f, 2a-2e, 3a, 3d, 3e, 4a-4c</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and</li> </ol>

	<p><i>begin collecting data upon receiving approval from the course instructor and continue to implement throughout the placement.</i> Final copies of this program and the accompanying data sheets and graphs will be submitted in the student teacher portfolio at the conclusion of the elementary placement.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>Learning (Assessment and Reflection, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment literacy</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 7</p> <p>UK Teacher Leader Standards 2, 4, 5</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p>
<p><b>Individual education plan, including ITP if completed in secondary setting</b></p>	<p>During student teaching, student teachers will plan and develop an individualized education program (IEP) during the middle/secondary level placement. The IEP should include a present level of academic and functional performance based on assessment results, individualized goals and objectives direction related to the weaknesses identified in the present levels of performance, and modifications and accommodations. Student teachers will include individual transition plans for any P-12 student over 14 years of age.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 5, 7, 8</p> <p>Framework for Teaching Standards 1a-1f, 2a-2e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness</li> </ol>

		<p>(Reading, Writing)</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK College of Education Teacher Leader Standards 2, 5</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 2, 5</p>
<p><b>Source of Evidence: Student Voice</b></p>	<p>Before the end of each placement, the student teacher will review the appropriate grade level Student Voice survey and develop a 5 to 10 question survey with similar questions, modify it for the current placement and P-12 student response mode. The student teacher will have at least 2 P-12 students evaluate them at the end of the placement using this modified P-12 student voice survey. The information gleaned from the responses will be integrated into the student teacher's PGP.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 3, 5, 7, 9, 10</p> <p>Framework for Teaching Standards 2a-2e, 3a-3e</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children</p>



		<p>Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK College of Education Teacher Leader Standards 2, 4</p> <p>University of Kentucky Functional Skills and Dispositions 1, 3, 4, 5</p>
<p><b>Source of Evidence: PGP</b></p>	<p>At the conclusion of the student teaching experience, the student teacher will revisit the Source of Evidence: Self-Assessment and use the information gleaned from both the pre- and post-assessment of this document along with the Source of Evidence: Student Voice completed in each placement to establish a professional growth goal. The student teacher will evidence leadership by developing a plan for, and identify learning activities and needed resources, to work toward that professional growth goal.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 5, 7, 8, 9, 10</p> <p>Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK College of Education Teacher Leader Standards 2, 4</p>

		University of Kentucky Functional Skills and Dispositions 1, 3, 4, 5
<b>Self-monitoring of videotaped instruction</b>	<p>Student teachers will collect baseline data across a minimum of three days; student teachers will select a behavior and write a plan of action for changing the behavior.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 3, 5, 6, 7</p> <p>Framework for Teaching Standards 2a-2e, 3a-3e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 6</p> <p>UK Teacher Leader Standards 1</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 5</p>
<b>Seminar attendance</b>	<p>Student teachers are expected to attend and actively participate in class discussion and on-demand activities. Student teachers should discuss relevant educational problems encountered in the classroom of P-12 students with disabilities and share experiences with seminar participants. Student teachers should also be prepared to discuss progress on assignments.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Framework for Teaching Standards 1a-1f, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core</li> </ol>

	<p>See the rubrics at the end of the syllabus for details and for this assignment.</p>	<p>Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</p> <ol style="list-style-type: none"> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading)</li> </ol> <p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p><b>University supervision observations</b></p>	<p>Undergraduate student teachers will have a minimum of three observations by a University supervisor in each placement (6 total per semester). Student teachers will be evaluated based on the Characteristics of Highly Effective Teaching and Learning and Kentucky Teacher Standards as they are aligned to the Framework for Teaching standards. Feedback will be provided to you and your cooperating teacher.</p> <p>See the rubrics at the end of the syllabus for details and for this assignment.</p> <p>Student teachers must pass their observations with at least 80% accuracy in order to pass student teaching.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Framework for Teaching Standards 2a-2e, 3a-3e</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness</li> </ol>

		<p>(Reading, Writing) 4. Assessment literacy</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK Teacher Leader Standards 2</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 5</p>
<p><b>Cooperating teacher evaluations</b></p>	<p>At the end of each undergraduate student teaching placement, your cooperating teacher will fill out an evaluation of your performance. This will be turned into your course instructor, and then to the field experience office.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Framework for Teaching Standards 2a-2e, 3a-3e</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p>

		<p>UK Teacher Leader Standards 2</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 5</p>
<p><b>Student teaching portfolio</b></p>	<p>Student teachers will be expected to maintain and turn in a cumulative student teaching portfolio, arranged by Kentucky Teacher Standards. Guidelines as to what materials might illustrate each standard can be found at the end of the syllabus.</p> <p>Undergraduate student teachers will turn portfolios in at midterm and again upon completion of student teaching.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment literacy</li> </ol> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p> <p>UK Teacher Leader Standards 2</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology</p>

		Standards 5
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**CHANGES IN TOPICS AND ASSIGNMENT DUE DATES MAY BE NECESSARY TO MEET THE NEEDS OF THE STUDENTS DURING THE SEMESTER. IF THERE ARE CHANGES IN THE COURSE SCHEDULE OR ASSIGNMENT DATES, STUDENTS WILL BE PROVIDED WITH A NEW SCHEDULE. CHANGES TO ASSIGNMENT DUE DATES WILL NOT BE MADE EARLIER IN THE SEMESTER.**

### Course Schedule and Outline

First Placement ( _____ to _____ )		
Date	Seminar Topic	Assignments Due
Week 1	FERPA	
Week 2	Co-teaching	
Week 3	FBA's/BIP's	
Week 4	IEPS	
Week 5	Unit of Instruction/Alternate Assessment Unit of Instruction	
Week 6	Developing Resumes and Cover Letters	
Week 7	Data Collection Methods Student Voice	
Week 8	Reflection	<b>Portfolios due by 4:00pm Sunday, _____</b>
Second Placement ( _____ to _____ )		
Week 1	FERPA Refresher and PGP	
Week 2	Self Reflection Video Tape	
Week 3	FBA's/BIP's/IEP's Refresher	
Week 4	Classroom Management	
Week 5	Interviewing Techniques	
Week 6	Working with Colleagues	
Week 7	KTIP and TPGES	
Week 8	Final Reflection	<b>Portfolios due 4:00pm _____ Exit Interview Due with Portfolio (Survey Monkey)</b>

Assignments without an earlier due date are due with the portfolio at the end of the semester.

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

## Course Assignments and Grading Criteria

All assignment labeled as a “Source of Evidence” can be found at the following website:

[http://www.epsb.ky.gov/internships/ktip\\_pilot.asp](http://www.epsb.ky.gov/internships/ktip_pilot.asp)

### Weekly Schedule/ Daily Lesson Plans / Source of Evidence: Lesson Plan

Each undergraduate student teaching experience is scheduled for approximately eight weeks. At the onset, most supervising teachers design a schedule which communicates to the student teachers when they will be expected to begin specific responsibilities during their eight week placement. The schedule is cumulative in that during the first week the student teachers usually have few independent responsibilities; however, as they progress through the placement, they systematically take on more and more of the classroom responsibilities until they have assumed all classroom responsibilities by approximately the sixth week. The initial plan is somewhat tentative and modifications may be required; however, it is helpful to have the long range schedule articulated at the beginning of the student teaching placement. To assist in developing your schedule, the following format is offered.

"New Responsibilities" should be filled out at the beginning of the eight week period so that everyone involved will be aware of the supervising teacher's expectations regarding student teaching responsibilities. "Modification of Present Responsibilities" leaves room to record any changes that need to be made in the initial plan and should be filled in if and when changes occur.

Lesson plans are to be developed and written for every lesson/group the student teacher is responsible for teaching. You will complete the Source of Evidence: Lesson Plan template for each observed lesson. These lesson plans will be submitted to the instructor through Canvas. The rest of your lesson plans will be kept in a notebook in the classroom to be reviewed during observations. Having lesson plans readily available during observations is expected and will be a part of your observation grade. Lesson plans kept in your folder at school can be completed in various forms. The instructor may decide that your lesson plans can become shortened and/or that you may simply keep them at your school. Those decisions will be made individually and communicated with you. Until you are told to stop submitting lesson plans, you are expected to submit one lesson each week for the duration of student teaching.

### Daily Lesson Plans Evaluation

Component	Description	Points
Lesson Context	See Source of Evidence: Lesson Plan directions	/1
Lesson Objectives/Learning Targets	See Source of Evidence: Lesson Plan directions	/1
Assessment –Pre/Formative	See Source of Evidence: Lesson Plan directions	/1
Instructional Strategies/Resources	See Source of Evidence: Lesson Plan directions	/1
Lesson Procedures	See Source of Evidence: Lesson Plan directions	/1
Total		/5@



Contract			
Week	Dates	New Responsibilities	Modifications (complete as necessary)
1			
2			
3			
4			
5			
6			
7			
8			

**Source of Evidence: Context**

At the beginning of each placement, the student teacher will complete a context template outlining and defining the content, students, and resources in the placement. This context is the ground work for all other sources of evidence and should be completed in a thorough manner with attention to detail.

Component	Points
Content	/1
Students	/2
Resources	/2
Total	/5

**Source of Evidence: Post-Observation Document**

After each university supervisor observation, student teachers will reflect on the effectiveness of instruction, describe patterns in P-12 student performance, and determine new professional learning and resources that could help increase instructional effectiveness. Student teachers will summarize P-12 student performance on lesson objectives. All reflections will be completed on the Source of Evidence: Post-Observation Document. Parts 1, 2, 3, and a copy of the formative assessment are worth .5 point each. Parts 4, 5, 6, 7 are worth .25 points each. Total= 3 points. All Post-Observation Documents are due 48 hours following the observation.

**Source of Evidence: Student Growth- Instructional Programs**

Students will collaborate with their cooperating teacher to develop and implement an *instructional program* for each 8-week classroom placement. The purpose of the two programs is to refine and demonstrate the ability to teach a variety of skills with a variety of instructional procedures in a variety of group sizes while collaborating with your cooperating teacher. Students must submit *outlines* of their proposed programs (including the objective, teaching strategy, and data collection) for the course instructor to review on the dates listed in the course schedule. The course instructor will provide feedback and determine if a revised copy should be re-submitted. *Student teachers should begin implementing programs upon receiving approval from the course instructor and continue to implement throughout the placement.* Final copies of these programs and the accompanying data sheets and graphs will be submitted in the student teacher portfolio at midterm and at the end of the final week of student teaching.

**\*\*One instructional program MUST include a group of students. You MUST choose two DIFFERENT response prompting procedures (CTD, PTD, Simultaneous Prompting, SLP, MTL, etc.)\*\***

\*\*In the event students do not demonstrate mastery of instructional procedures outlined in the first 8 week placement, students may be required to complete 2 instructional programs in their 2<sup>nd</sup> 8 week placement\*\*

#### Objectives:

1. Develop and implement instructional programs with individuals and with small groups of students with moderate/severe disabilities and learning and behavior disorders.
2. Develop and implement instructional programs across curricular areas for students with moderate/severe disabilities and learning and behavior disorders.
3. Develop and implement instructional programs using a variety of teaching methods with students with moderate/severe disabilities and learning and behavior disorders.

#### Instructional Program Procedures:

1. In consultation with the supervising teacher/course instructor, select appropriate P-12 students and groups of P-12 students for developing each of the instructional programs.
2. In consultation with the supervising teacher/course instructor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs.
3. Develop and write instructional program. The written plan should include the following (use the headings below when writing your program):
  - I. Curriculum area and skill (e.g., self-care, requesting to use the bathroom; academic, single-digit addition).
  - II. P-12 Student description: initials, age, special education classification, brief description of current IEP goals and present levels of performance.
  - III. Objective and rationale:
    - i. List behavioral objective(s) - behavior, condition, and criteria - if P-12 students within a group have different objectives, you should include the objectives for each P-12 student.
    - ii. If the behavior to be taught is a chained task, include a task analysis - include reference if objective is taken from a published source.
    - iii. Describe the rationale - why is the objective an important one for the P-12 students to acquire? What are the implications if the behavior is not acquired? Rationale for the particular content area selected.
    - iv. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills, etc., that the P-12 students needs for participating in the instructional program. If student does not have necessary prerequisite skills, describe plan for teaching the prerequisite skill(s) before targeting the identified objective.
  - IV. Intervention plan

- i. List the materials and equipment needed for the program - include teaching materials and P-12 student reinforcement materials.
- ii. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the P-12 students (may include diagram), control for distracters.
- iii. Describe precautions (if any) for implementing the program.
- iv. Describe procedures for conducting baseline sessions; include materials, task direction, consequences for correct/incorrect/no response, and specific data collection procedures (e.g., what data are collected, how data are recorded, how data are analyzed).
- v. Describe teaching procedures:
  - 1. Identify the teaching procedures (e.g., type of prompting procedure)
  - 2. Identify attentional cue and response
  - 3. State the task direction
  - 4. Identify specific prompt used (e.g., controlling prompt, prompt hierarchy, delay interval)
  - 5. Describe consequence for correct responses - include type of reinforcer and schedule
  - 6. Describe consequences for incorrect responses
  - 7. Describe consequences contingent upon inappropriate social behavior during instruction
    - a. Note: consequences for correct/incorrect responses or inappropriate social behavior may be different for individual P-12 students
  - 8. Data collection
    - a. Identify what data will be collected
    - b. Identify how data are recorded (include data collection sheet)
    - c. *Describe how data will be analyzed* (e.g., how will you use the progress monitoring data to make instructional decisions?). It is strongly suggested that you follow the analysis procedures described by Browder (2001).

#### V. Generalization/maintenance

- i. Describe procedures for facilitating generalization of skill across different persons, materials, and settings. Be specific and identify strategies from Stokes and Baer (1977) and/or White et al. (1988).
- ii. Describe procedures for facilitating maintenance of skill across time - specify how reinforcement schedule will be changed when P-12 student reaches criteria.

## VI. Results

- i. Use a graph to display baseline data, intervention data, and, if available, maintenance and generalization data.
  - ii. Describe your results - did the behavior change? If so, how did it change?
  - iii. Describe any modifications you made in your program plan and discuss (a) why these changes were made, and (b) what the results of these changes were. If there were no modifications, *indicate why none were necessary*.
4. Complete Source of Evidence: Student Growth – This should be an on-going part of this assignment, not to be completed at the end of the assignment

Due dates: See course schedule for due dates. *All information up to and including section V is required at the due date for the outline. Add the results section prior to submitting the student teaching portfolio.*

Instructional Program Evaluation: The two instructional programs required are worth 50 points each, for a total of 100 points. \*\*Please note, you may be required to do an additional instructional program during your second 8-week placement, depending on your level of competency demonstrated during the first 8-weeks.

Component	Points
Description of P-12students	/5
Objective and rationale	/5
Description of intervention plan	/10
Description of data collection	/5
Description of procedures generalization/maintenance	/5
Description of results, including graphs	/10
Source of Evidence: Student Growth document completely filled out	/10
Total	/50

### Source of Evidence: Self-Assessment

Students will complete a self-assessment on their level of competency on each of the Framework for Teaching Domains. This assessment will be completed at the beginning and end of student teaching by completing the Source of Evidence: Self-Assessment. Completion of the pre and post-test will result in 5 points.

### Unit of Instruction

\*See Course Schedule and Outline for specific due dates

## Objectives:

1. The student teacher will develop and teach one instructional unit that addresses alternate assessment content and become familiar with the instructional planning tool used to guide alternate assessment lesson plans in the MSD classroom placement.
2. The student teacher will develop an instructional unit that addresses grade level core content in the LBD classroom placement.

Directions for the Alternate Assessment Unit of Instruction: select ONE grade level standard that will be assessed (one for each placement). Go to the following website and download the instructional planning tool (some have been pre-filled out...if you use these, each section will need to be individualized for your student).

<http://education.ky.gov/specialed/excep/Pages/Low-Incidence.aspx>

You will fill out all sections of the form, individualizing for P-12 student needs. You will plan a unit with several (discretion of the student teacher and cooperating teacher, but no less than 3) lessons using the planning tool as a guide. This will demonstrate your ability to conduct sequential lessons. You will reflect on the lessons, filling in the last two sections of the form. Your portfolio entry should include the planning tool, completely filled out, a minimum of three lesson plans, copies of materials used, and at least one work sample from your students (pictures are appropriate when work samples are not available). The content and materials must be age-appropriate.

Directions for the grade level core content unit of instruction: Under the guidance of your supervising teacher, you will select an appropriate group of students for developing each of the instructional units. Teach the unit in collaboration with a general education teacher in the general education setting, when possible. The unit should consist of the following: pre-assessment, lesson plans for each lesson, formative assessment data, summative assessment data. Your portfolio entry should include a minimum of three lesson plans, copies of materials used, and at least one work sample from your P-12 student (pictures are appropriate when work samples are not available). The content and materials must be age-appropriate.

## Grading Rubric:

	Points
Appropriate grade level standard chosen	/5
All sections filled out including reflection on results	/20
Individualized to meet target P-12 student's needs	/5
Materials included with form	/5
At least one work sample or picture provided	/5

At least 3 sequential lessons are included	/10
Total	/50

## Functional Behavioral Assessment and Intervention Plan

### Objectives:

1. Conduct a functional behavioral assessment that includes the following steps:
  - a. Describe and define the problem behavior
  - b. Collect information related to possible functions of the problem behavior
  - c. Analyze the information
  - d. Develop hypothesis regarding function of the problem behavior
2. Develop and implement an individualized behavior intervention plan that includes the following components:
  - a. Teaching more acceptable behaviors that have the same function as the problem behavior
  - b. Modifying the environment to prevent the problem behavior and/or increase occurrence of the replacement behavior
  - c. A detailed plan for consistently providing consequences that maximize reinforcement for desired behavior and minimize reinforcement for problem behavior
  - d. Data collection system that provides data necessary for progress monitoring and identifying appropriate modifications

### Procedures:

1. Before beginning this assignment, you may wish to review the procedures for conducting functional behavioral assessments and developing individualized behavior intervention plans. Review materials are provided on the course Canvas site in a folder labeled FBA\_BIP in the *Course Documents* section.
2. In consultation with the supervising teacher/course instructor, select an appropriate P-12 student for conducting the functional behavioral assessment and developing the individualized behavior intervention plan.
3. Conduct the functional behavioral assessment, following the procedures below. You may use the materials provided on the course website as a model as you complete this assignment.
  - I. Description and definition of problem behavior.
    - a. Conduct preliminary observation/interviews as necessary to define the problem behavior and when it does/does not occur. For example, identify when, where, with whom, and subsequent to what events the problem



- behavior is most/least likely to occur. In addition, identify the typical consequences (what happens after the problem behavior, e.g., student gets a break, student is sent to time out).
- b. Clearly define the problem behavior in observable terms, for example:
    - i. Hits, kicks, and pinches peers (rather than “is aggressive”)
    - ii. In the lunch line, bus line, during recess, and in the hallway between classes (rather than “all the time – when doesn’t she?”)
    - iii. Makes inappropriate comments during instruction, e.g., this is for babies, this is a waste of time, I hate this class (rather than “has a bad attitude”)
- II. Collect information to determine the possible function of the problem behavior.
- a. You will use several direct and indirect methods to collect information (see materials provided on course website for forms you may wish to use), for example:
    - i. Direct observation
    - ii. Questionnaires
    - iii. Interviews
  - b. Multiple measures are critical to determining the function of the behavior; the more sources of information you gather that point in the same direction, the more confidence you can have that the information is accurate. Continue to gather information until you can predict the circumstances under which the behavior will or will not occur.
- III. Analyze the information.
- a. Use the Data Triangulation Chart and/or the Problem Behavior Pathway Chart (provided on the course website)
  - b. If you cannot complete the charts, you may need to gather more information before continuing.
- IV. Write hypothesis of function of problem behavior.
- a. Identify the behavior and the circumstances under which it is most likely to occur.
  - b. The statement should be clear, concise, and accurate based on the data provided (see materials provided on course website for examples).
- V. Develop and implement an individualized behavior intervention plan that includes the following components:
- a. Identify and provide a plan for teaching a replacement behavior (i.e., a more acceptable behavior that serves the same function as the problem behavior).
  - b. Identify modifications to the environment to prevent the problem behavior and/or increase the occurrence of the desired behavior.
  - c. Describe in detail the consequences that will maximize reinforcement for the desired behavior and minimize reinforcement for the problem behavior. Describe

your plan for ensuring the consequences are consistently implemented across individuals and settings.

- d. Develop and implement a data collection system to monitor progress and identify when modifications are necessary.

***\*\*You must collect data as part of the FBA and BIP (i.e., baseline and intervention). You will be responsible for turning in your data sheets and a graph of the data\*\****

The paper you hand in for this assignment should be organized using the following headings:

- I. FBA
  - a. Demographic information (student description: initials, age, special education classification, brief description of current IEP goals and present levels of performance)
  - b. Description and definition of problem behavior
  - c. Description of data collection procedures (include all forms completed, data collection sheets, etc.)
  - d. Analysis of data (include ABC, Triangulation and/or Pathway charts)
  - e. Graphed data (you may graph the BIP component on the same graph) and results (summarize your findings)
  - f. Hypothesis statement
- II. BIP
  - a. Instructional plan for teaching replacement behavior (e.g., objective, materials, teaching procedures)
  - b. Environmental modifications
  - c. Reinforcement for desired behavior
  - d. Data collection and monitoring system
  - e. Results (data and graphed)
  - f. Summarize your findings

FBA/BIP Evaluation: The FBA and BIP activities are worth a total of 100 points.

Component	Description	Points
FBA		
Student description		/5
Description of problem behavior	Identify when/where/under what circumstances behavior occurs; clearly define behavior in observable terms	/15
Data collection	Describe collection procedures; use multiple methods	/15
Data analysis	Use Triangulation and/or Pathway chart; report/analyze adequate data to identify a hypothesis	/10
Hypothesis	Clear, concise statement that is based on the data	/10
BIP		
Replacement behavior	Identify replacement behavior and teaching plan	/15
Environmental modifications	Identify environmental modifications to prevent problem behavior and/or increase occurrence of desired behavior	/5

Reinforcement	Describe consequences that will maximize reinforcement for desired behavior and minimize reinforcement for problem behavior; describe plan to ensure consequences are consistently implemented across individuals/settings	/10
Data collection and monitoring	Describe and implement a system to monitor progress and identify when modifications are necessary; graph results	/15
Total Points		/100

### **Individual Education Plan, including ITP if completed in secondary setting**

The IEP assignment is divided into three parts: an assessment plan, a present level of performance, and the actual IEP. Directions for each are listed below:

#### **1. Assessment Plan**

You will select a P-12 student and get permission from his/her parent/guardian to gather information to complete several assignments for this course, including this Assessment Plan assignment. Use the permission form available on the course website.

The following steps should be completed for this assignment:

1. With guidance from your supervising teacher, select a P-12 student for the IEP assignment and obtain permission from the student's parent/guardian.
2. Review existing sources of information, including the current IEP and most recent assessment reports.
3. Interview the P-12 student's teacher and, as appropriate, related service providers and paraprofessionals.
4. Complete the Assessment Plan outlined below and submit to your instructor for approval.

#### Assessment Plan Form

- I. P-12 Student information
  - a. Demographic information: initials, age, IDEA classification
  - b. Current placement and daily school schedule
- II. Record review
  - a. Summarize previous assessment information
  - b. Current IEP goals and progress on each
  - c. Other relevant information
- III. Assessment questions/instruments/procedures (may present in table format)
  - a. Academic
  - b. Functional life skills
  - c. Social
  - d. Transition (e.g., vocational, recreation/leisure)
- IV. Instruments and procedures to be administered
  - a. Adaptive behavior inventory (MSD placement)
  - b. Transition Planning Inventory
  - c. Ecological inventories – describe each, minimum of two environments
  - d. Direct observation – describe skills, setting, observation method (you must observe the student for at least 15-30 minutes in 2-3 different settings/classes)

- e. Parent interview using Choosing Outcomes and Accommodations for Children (COACH) – describe sections to be utilized (MSD placement)
- f. Other (as appropriate) – strongly suggest using the Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (MSD placement)

Assessment Plan Grading Criteria: 15 points

Component	Description	Points
Permission	Attach signed permission form	/1
Record review	Summarize information from record review/interviews	/4
Assessment questions	Identify assessment questions and appropriate instruments/procedures for each	/5
Instruments/procedures	Include adaptive behavior inventory/TPI; describe ecological inventories, direct observation/parent interview	/5
Total		/15

## 2. Present Level of Academic and Functional Performance

After selecting a P-12 student, obtaining permission, and getting approval for your assessment plan, you will administer the instruments and conduct the procedures identified in the assessment plan. Upon completing the assessment, use the information obtained to both from the records review and the assessment to complete the Present Levels of Academic Achievement and Functional Performance (PLAAFP) portion of the IEP (this will need to include strengths and weaknesses across areas). You will use the state approved IEP forms (completing only the PLAAFP): Following the procedures we discuss and practice in class, you will write present level of performance statements based on the assessment information you gathered on the P-12 student, both from the record review and the assessment procedures you conducted.

<http://education.ky.gov/specialed/excep/Pages/Form-and-Documents.aspx>

The following steps should be completed for this assignment:

1. Implement the approved assessment plan you designed for your P-12 student.
2. Write a brief summary of the instruments administered and why they were administered. Include a brief summary of the information you learned as a result of administering each assessment.

3. Write a PLAAFP that concisely presents the information obtained through the assessment processes. The PLAAFP should be professional and written in *parent friendly* language. You may use technical terms, but when you do so provide a definition.
  - a. Be specific and detailed. The reader should be able to anticipate the goals after reading the present levels of performance narrative.
  - b. Identify skills the P-12 student can currently perform and at what level, and put the performance level in context (i.e., the level of performance that is expected according to the student's age/grade level and/or identify a functional level of the skill).
4. Identify the student's needs and the skills that should be targeted next.
5. Be sure to complete *all sections* of the PLAAFP.
6. Submit using the naming format provided under Course Policies. You may scan the permission form and submit with the PLAAFP or bring a hard copy to class by the assignment due date.

PLAAFP Grading Criteria: 35 points

Component	Description	Points
Summary, reasons, results of each assessment	Provide list of assessments administered with summary of why they were administered and information learned	/5
PLAAFP	Write PLAAFP in parent friendly terms; remain professional	/5
	Include assessment information under the correct education performance area (all areas should be included)	/10
Strengths and Weaknesses	Include both strengths and weaknesses under each education performance area	/10
Functional Needs	Address functional needs of the student in all education performance area where they are of concern	/5
	Total	/35

### 3. IEP/ITP

You will use the state approved IEP forms: <http://education.ky.gov/specialed/excep/Pages/Form-and-Documents.aspx>

Once the PLAAFP is approved, you will write the remainder of the IEP. You will base your goals and objectives, as well as related services, time in special education (away from and with peers), etc. on the PLAAFP you have written.

The following steps should be completed for this assignment:

1. Complete the PLAAFP assignment before writing the remainder of the IEP.
2. Complete all sections of the IEP.
3. Identify the P-12 student's needs and the skills that should be targeted next (this should come directly from the PLAAFP).
4. Write four goals for your P-12 student that address areas of need identified in the assessment and present levels of performance narratives. The goals should reflect the important areas of development for your P-12 student and reflect information gathered in the assessment process.
5. For each goal, write a *minimum* of two short-term objectives/benchmarks. It may be more reasonable to have up to four objectives/benchmarks, in which case you should do so. Some class time will be set aside for refining your goals and objectives/benchmarks.
6. Please submit and use the file naming protocol described in the syllabus.

IEP Grading Criteria: 50 points

Component	Description	Points
Complete IEP	Complete all sections of the state approved IEP forms	/10
Goals	Functional, measurable, relevant	/20
Objectives	Behavior, conditions, criteria	/20
	Total	/50

IEP Assignment Grading Criteria: 100 points

Component	Description	Points
Assessment Plan		/15
Present levels		/35
IEP/ITP		/50
	Total	/100

**Source of Evidence: Student Voice**

Objective: The student teacher will become familiar with the student voice survey. The student teacher will integrate student voice into professional development goals.

Prior to the end of each student teaching placement, the student teacher will develop a modified student voice survey based on the grade level student voice survey used by the general education classrooms. The modified survey will contain 5 to 10 questions and will be sensitive to the P-12 students' response mode. The student teacher will have at least 2 P-12 students use this modified survey to evaluate the student teacher at the end of the placement. The student teacher will analyze the student responses and provide a summary sheet. The information gleaned from the student responses will be integrated into the student teacher's PGP.

**Grading Rubric:**

	Points
Survey is age appropriate	/5
Survey contains appropriate number of items (5 to 10)	/5
Individualized to meet target student's response mode needs	/5
Student teacher includes a summary sheet analyzing student responses	/5
At least one student survey with responses will be scanned (name withheld)	/5
<b>Total</b>	<b>/25</b>

**Source of Evidence: PGP**

Objective: The student teacher will show evidence of leadership through using multiple forms of data (i.e., student voice, university supervisor evaluation, cooperating teacher evaluation, self-assessment and reflection document) to self-assess areas of strength and growth needs, establish a professional growth goal, and develop a plan (including resource needs) to work toward that professional growth goal.

At the conclusion of the student teaching experience, the student teacher will combine feedback from:

- I. Student Voice surveys in both placements
- II. University supervisor evaluations
- III. Cooperating teacher evaluations
- IV. Self-Assessment and Reflection document pre and post assessment



to establish a professional growth goal. The student teacher will evidence leadership by developing a plan for, and identify learning activities and needed resources, to work toward that professional growth goal. The student teacher will complete the Source of Evidence: PGP form for submission.

#### Grading Rubric

	Points
PGP Cycle 1 chart –goal written correctly	/5
PGP Cycle 1 chart -at least one activity identified	/5
PGP Cycle 1 questions completed	/5
PGP Cycle 3 question 1 completed with summary paragraph	/5
<b>Total</b>	<b>/20</b>

## Self-Monitoring of Videotaped Instruction

Objective:

To increase/decrease performance of a selected teaching behavior to a pre-determined criterion by videotaping and self-monitoring the behavior (i.e., collecting and graphing data) on a daily basis.

Procedures (this assignment is completed during your second student teaching placement):

1. Use your personal dvd camcorder or arrange to check one out from the instructor for the duration of the semester.
2. Use a tripod or ask an adult at your school to record the lessons.
3. Select an instructional group to tape and tape the entire lesson (approximately 20-30 minutes) for 3 days.
4. View the 3 lessons all the way through. In collaboration with your course instructor, select the teaching behavior to increase/decrease, operationally define the behavior, and identify the target criterion.
5. Design a data collection sheet and submit for instructor approval.
6. Use the data collection sheet to record baseline performance levels of the target behavior from the first 10 minutes of the 3 lessons.
7. Graph your data.
8. Summarize the behavior you want to change, include a statement about why you want to change it and a plan for changing it.

### Self-Monitoring Evaluation

Component	Description	Points
Baseline	Identify appropriate behavior and accurately collect baseline data	/25
Summary of baseline	Include the behavior you want to change AND a plan for changing the behavior	/25
	Total	/50

### Seminar attendance

Students are expected to attend and actively participate in class discussion and on-demand activities. Students should discuss relevant educational problems encountered in the classroom of students with moderate and severe disabilities and share experiences with seminar participants. Students should also be prepared to discuss progress on assignments.

#### Seminar Attendance Grading Criteria

Component	Description	Points
Attendance in seminars	Punctual and active participation; 1 point for each seminar attended	/12
Total		/12

### University supervision observations

The university supervisor will conduct a minimum of three observations of the undergraduate student teacher per placement using an observation form through OTIS. The student teacher and the supervising teacher may view this completed form on OTIS.

### Portfolio Development

The standards and suggested items to include under each standard are below. Items included in the portfolio should represent what you consider to be your best work. You may include other items under the standards, or decide to put some of the suggested items under different standards. This is fine as long as you can justify why you put certain items under certain standards. For each standard, write a paragraph of the items you included under the standard and why you included them (i.e., how they demonstrate that you have competency in that standard).

Your philosophy of teaching and daily schedule should be included prior to the other samples; all other samples will be organized by standard and may include the following:

#### **Standard 1: Content Knowledge**

Any class items that show you have obtained knowledge for working with students with MSD and LBD such as a literature review, papers written that show your knowledge, or exams.

<p><b>Standard 2: Designs and plans instruction</b>  Lesson plans for your units of instruction in student teaching  Optional- lesson plans from your gen education classes, collaborative lessons developed, or alternate assessment and core content instructional units</p>
<p><b>Standard 3: Creates and maintains learning climate</b>  Behavioral programs from student teaching or EDS 516</p>
<p><b>Standard 4: Implements and manages instruction</b>  Instructional programs from student teaching or core content lessons</p>
<p><b>Standard 5: Assesses and communicates learning results</b>  IEP/ITP from student teaching or other courses</p>
<p><b>Standard 6: Demonstrates implementation of technology</b>  Any example from student teaching such as assignments adapted with picture symbols, pictures of switches or communication devices, computer-generated data sheets or graphs, photographs of an adaptation you made using technology, or lessons conducted with technology.  Optional- any item from a technology course</p>
<p><b>Standard 7: Reflects and evaluates teaching and learning</b>  Observation sheets from practicum and post observation document student teaching  Optional- journal entries  Make sure to write a reflection summarizing the observations that you had and the feedback you were given during those observations.</p>
<p><b>Standard 8: Collaborates with colleagues/parents/others</b>  Any item that shows you collaborated during student teaching, such as notes written to parents, notes from working with gen education teachers or related service personnel, documentation of attendance and/or participation at an IEP meeting, or lessons conducted in the general education class may go here.  Optional- any item from a previous course that shows collaboration</p>
<p><b>Standard 9: Evaluated and implements professional development</b>  A paragraph written about any professional development, such as IEP meeting, alternate assessment training, map workshops, co-op trainings, red cross/first aid training, and any professional development activities you attended with your supervising teachers during student teaching. You should document each training you went to, provide the date and times, and the content covered.</p>

**Standard 10: Provides leadership with school/community/professional**

A paragraph or any evidence of participation in outside activities, such as CEC, Down Syndrome Society, Autism Society, tutoring for families, volunteer work with persons with disabilities, Special Olympics, etc. Consultation or activities you did with general education teachers or trainings you conducted would also go here.