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Revised
OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 7/8/2015

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Donna Brostek Lee

Email: donna.b.lee@uky.edu

Phone: 859-257-1520

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: EDS 590

2c. Full Title: Student Teaching/Field Experience in Visual Impairments

2d. Transcript Title: Stud Teach/Field Exp Visual Imp

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

PRACTICUM: 3

2g. Grading System: Pass/Fail

2h. Number of credit hours: 3-12

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

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

2j. Course Description for Bulletin: This is a supervised student teaching/field experience working with children, preschool through graduation age, who are blind or visually impaired. Candidates will apply best practices for working with children who are blind or have low vision, including those with additional disabilities. Successful completion of this course will demonstrate the candidate's ability to apply methods of teaching that include assessment, program planning and implementation, appropriate environmental and academic modifications, and instruction in the Expanded Core Curriculum. Candidates will also have to demonstrate appropriate classroom and/or caseload management strategies based on their placement.

2k. Prerequisites, if any: Successful completion of EDS 580, 581, 582, 583, 584, 585, 586, and 587 or instructor permission.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Teacher Preparation Program in Visual Impairments

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Teacher Preparation Program in Visual Impairments

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Donna Brostek Lee

Instructor Email: donna.b.lee@uky.edu

Internet/Web-based: Yes

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? The course will be offered asynchronously through the university Learning Management System (LMS), synchronously through Adobe Connect. Synchronous class meetings will allow for live class discussion and interactions between students and instructor. The instructor will also be available via e-mail, phone, scheduled appointments on campus and at KSB, and online conferencing for consultation with students. The course syllabus conforms to the University Senate Guidelines and expectations for distance learning.

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. Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it is for the classroom-based course.

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. The integrity of student work is ensured by using a password-protected Learning Management System (LMS). Other assignments are project based and are submitted through the LMS or OTIS system. The course will follow university policies for ensuring course integrity.

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? Yes

If yes, which percentage, and which program(s)? At least 50% of the coursework for the Teacher Preparation Program in Visual Impairments is offered online.

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? Information about how to access student services and support through University of Kentucky Informational Technology and disability services will be provided in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided to facilities and equipment using the students user-name and password.

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/>)? The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. N/A

10. Does the syllabus contain all the required components? YES

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

Instructor Name: Donna Brostek Lee

SIGNATURE|BCOLL01|Belva J Collins|EDS 590 NEW Dept Review|20140331

SIGNATURE|MYRT|Martha L Geoghegan|EDS 590 NEW College Review|20140512

SIGNATURE|JMETT2|Joanie Ett-Mims|EDS 590 NEW Undergrad Council Review|20150218

SIGNATURE|ZNNIKO0|Roshan Nikou|EDS 590 NEW Graduate Council Review|20150410

SIGNATURE|JEL224|Janie S Ellis|EDS 590 NEW Senate Council Review|20150625

SIGNATURE|MEB|Margaret Bausch|EDS 590 NEW Approval Returned to Dept|20150715

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	3584	EDS 590 DL UGC Review Checklist.docx
Delete	4351	EDS 590 Student Teaching Field Experience in Visual

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:

- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|--|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ⁴ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text" value="3"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This is a supervised student teaching/field experience working with children, preschool through graduation age, who are blind or visually impaired. Candidates will apply best practices for working with children who are blind or have low vision, including those with additional disabilities. Successful completion of this course will demonstrate the candidate's ability to apply methods of teaching that include assessment, program planning and implementation, appropriate environmental and academic modifications, and instruction in the Expanded Core Curriculum. Candidates will also have to demonstrate appropriate classroom and/or caseload management strategies based on their placement.

k. Prerequisites, if any:

Successful completion of EDS 580, 581, 582, 583, 584, 585, 586, and 587 or instructor permission.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
- Relatively New - Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Teacher Preparation Program in Visual Impairments

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

Teacher Preparation Program in Visual Impairments

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of ad assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDS 590	Date:	3/28/2014
Instructor Name:	Donna Brostek Lee	Instructor Email:	donna.b.lee@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
<input checked="" type="checkbox"/> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
The course will be offered asynchronously through the university Learning Management System (LMS), synchronously through Adobe Connect. Synchronous class meetings will allow for live class discussion and interactions between
- 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, and student learning outcomes, etc.
Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it is for the classroom-based course.
- 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 policy; etc.
The integrity of student work is ensured by using a password-protected Learning Management System (LMS). Other assignments are project based and are submitted through the LMS or OTIS system. The course will follow university
- 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 of as defined above?
Yes
Which percentage, and which program(s)?
At least 50% of the coursework for the Teacher Preparation Program in Visual Impairments is offered online.
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- 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?
Information about how to access student services and support through University of Kentucky Informational Technology and disability services will be provided in the syllabus.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
Access is provided to facilities and equipment using the students user-name and password.

Student Services

- 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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
The syllabus contains information about accessing University of Kentucky Information Technology and the Help Desk. This will also be reviewed by the instructor at the beginning of the semester.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students 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.
N/A
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

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

Instructor Name:

Donna Brostek Lee

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Let meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (6/16/14)</p> <p>- Should include slot for section number.</p>
<p>Committee Review ()</p> <p>Comments</p>

EDS 590: Student Teaching/Field Experience in Visual Impairments
Syllabus
Spring 20xx
Online Adobe Connect
Mondays 7:30 – 9:30 p.m.
“Research and Reflection for Learning and Leading”

Instructor:	Donna Brostek Lee, Ph.D.
Office Location	Department of Early Childhood, Special Education, and Rehabilitation Counseling 229 Taylor Education Building Office 233 University of Kentucky Lexington, KY 40506-0001
Phone Number	859-257-1520
Email	donna.b.lee@uky.edu
Virtual Office Hours	By appointment
Technological Requirements	Computer with high speed internet access, webcam and microphone or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT 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 http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor:	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977

Face-to-Face	http://libguides.uky.edu/educ
Interlibrary	
Loan Service	
Adobe Connect	https://connect.uky.edu/fieldexpspring15/
Website:	
Blackboard	https://elearning.uky.edu/
Website:	

Course Description

This is a supervised student teaching/field experience working with children, preschool through graduation age, who are blind or visually impaired. Candidates will apply best practices for working with children who are blind or have low vision, including those with additional disabilities. Successful completion of this course will demonstrate the candidate's ability to apply methods of teaching that include assessment, program planning and implementation, appropriate environmental and academic modifications, and instruction in the Expanded Core Curriculum. Candidates will also have to demonstrate appropriate classroom and/or caseload management strategies based on their placement.

The following candidates must complete 70 days of student teaching and may not be paid:

- Graduate initial certificate candidates
- Undergraduate candidates

All candidates participating in student teaching must apply in accordance with TEB policies prior to enrolling in this course.

The following candidates must complete a 40 day culminating field experience in which they may be paid for their work*:

- Graduate additional certificate candidates
- Alternate (Option 6) certification candidates

Candidates not completing their culminating field experience on the job will have secured a site/mentor teacher the semester preceding their culminating field experience under the direction of the Visual Impairment Program Faculty Chair. All mentor teachers must be with a certified Teacher of the Visually Impaired in an itinerant setting.

*Candidates with a temporary provisional or probationary certificate in visual impairments must have a mentoring contract in place between their school district and the university

EDS 590 is offered as a pass/fail course 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.

EDS 590 is the final certification requirement in the Teacher Preparation Program in Visual Impairments. This course should be completed with EDS 588, Assessment of Students with Visual Impairments, unless previously completed. Prior to entering this course, the prospective TVI will have successfully completed EDS 580-587. Undergraduate and initial certification candidates must complete a minimum of 200 practicum hours in a variety of learning environments serving the needs of children who are blind and visually impaired prior to enrolling in student teaching/internship. Advanced graduate level certification candidates seeking an additional certificate and alternate certification candidates must complete a minimum of 120 hours. In addition, hours in each of the seven categories of field experiences must be fulfilled. These categories include:

1. Observe instruction in school and non-school environments including Family Resource Centers or Youth Service Centers.
2. Participate with or assist a teacher or instructor carrying out educational activities in public school and non-public school settings.
3. Work with individuals, small groups, or large groups of students in educational activities.
4. In consultation with a teacher or instructor, plan, implement, and assess instruction.
5. Observe a school board or site based council meeting.
6. Participate in Professional Learning Community with Teachers and a Professional Development Activity in a school or school district.
7. Engage families and community through school-based or non-school based organizations such as the PTA, family resource center, YMCA, etc.

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 590 will provide undergraduate and initial certification candidates with 70 full days of teaching children who are blind and visually impaired. Advanced graduate level candidates seeking an additional certificate and alternate certification candidates must complete 40 full days of field experience. The primary objective of EDS 590 is for the candidate to exit the training program and be able to assume the role of a Teacher of the Visually Impaired in either an itinerant or classroom setting (as additional teacher certifications allow). It provides a supervised opportunity to develop, refine, and demonstrate the competencies that are essential for highly effective teaching and learning as a TVI.

Student teaching/field experience is the culmination of the Teacher Training Program in Visual Impairments. As such, it encompasses all of the products or competencies of the VI certificate program's course work. Candidates will be expected to successfully complete all of the following products prior to receiving a passing grade for EDS 590.

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

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Develop an assessment plan for the purpose of instructional planning which includes a completed FV/LMA.	Formative: Previous course readings and class discussions Summative: FV/LMA written assessment plan, portfolio entry
Write a present level of academic and functional performance based on the results of the FV/LMA.	Formative: Previous course readings and class discussions Summative: Written present level of academic and functional performance, portfolio entry
Write an individualized education program (IEP) and/or individualized transition plan (ITP) based on the results of the FV/LMA.	Formative: : Previous course readings and class discussions Summative: Complete IEP (with ITP if applicable), portfolio entry
Complete 15 hours or more of teaching braille or braille	Formative: Previous course readings

production	and class discussions Summative: Completed lesson plans, braille materials, portfolio entries
Develop a lesson, write a plan, and implement it for observation by the university supervisor. At least one lesson must be with each of the following types of students: academic preschool/elementary, academic middle/high school, braille student, multiple disabilities.	Formative: Previous course readings and class discussions Summative: University supervisor observations, completed lesson plans, portfolio entries
Procure, prepare, or administer a standardized or district-wide assessment for a student who is blind or visually impaired	Formative: Previous course readings and class discussions Summative: Portfolio entries
Develop and use data systems for monitoring student progress that demonstrates 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 students being instructed in inclusive educational settings.	Formative: Previous course readings and class discussions Summative: Completed lesson plans, university supervisor observations, portfolio entries

Course Delivery

This course will be offered both on campus (for students living within 45 minutes) as well as online through Adobe Connect.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), 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 students 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; however, candidates will be expected to review all previously required VI Program texts and curriculum materials as necessary. In addition, seminar readings and materials will be posted on the course Blackboard site.

Grades

This is a pass/fail course. Grading is completed in the OTIS system on a 1-5 Likert scale, with 5 being highly professional (100%) and 1 be unacceptable. All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. A passing grade will be based on meeting the minimum scores as follows:

Assignment	Undergrad – Minimum 3.5 Likert score	Grad Initial Cert – Minimum 3.5 Likert score	Grad Add Cert – Minimum 4.0 Likert score	Alt Cert Initial Cert – Minimum 3.5/4.0* Likert score
Caseload and schedule. Due by end of first week.	x1	x1	x1	x1
Weekly Student Teaching Log. Due every Monday by 9:00 a.m. until total days are met	70 days	70 days	40 days	40 days
University Supervision Observation (x6 or x4) –	x6, final score must average 3.5 or higher	x6, final score must average 3.5 or higher	x4, final score must average 4.0 or higher	x4, final score must average 3.5/4.0* or higher
Post Observation Form (x6 or x4) – Due within 3 days of observation	x6, must average 3.5 or higher	x6, must average 3.5 or higher	x4, must average 4.0 or higher	x4, must average 3.5/4.0* or higher
Self-monitoring of video instruction	N/A	x1	x1	x1
Seminar Attendance	Must attend 7 of 8	Must attend 7 of 8	Must attend 7 of 8	Must attend 7 of 8
Student teaching/culminating field experience portfolio	Minimum 3.5 average required on all components	Minimum 3.5 average required on all components	Minimum 4.0 average required on all components	Minimum 3.5/4.0* average required on all components

*Alternate certification candidates who already hold a Kentucky teaching certificate can receive a recommendation for a rank change if they meet a 4.0 Likert score on all course requirements.

In order to complete the course with a passing grade, candidates must complete all assignments within the timeframes specified. Candidates who do not meet the deadlines or minimum scores will receive a "fail."

Incompletes A grade of "I" (incomplete) will only be given if the candidate suffers an emergency during student teaching/field experience that requires an extended absence. If the candidate has more than half of student/field experience left when the "I" occurs, the candidate will have to repeat the course in its entirety. Grades will be awarded at the end of the semester following the "I." Failure to complete course requirements within ONE academic year will result in a grade of 0 "fail."

Graduate and undergraduate expectations. Undergraduate and initial certification students must take 12 credits hours of student teaching. Advanced graduate level seeking and additional certificate and alternate certification students enroll for 6 credit hours and will have different expectations from undergraduate and initial certification students. The course assignments clearly indicate the assignment to be completed by all students, undergraduate students only, and graduate students only. In addition a differentiated grading scale for undergraduate and graduate students is provided.

Assignment of course grades. Grades will be awarded as pass/fail only.

****All assignments must be turned in prior to receiving a final grade****

Final Exam Information

Student teaching/culminating field experience portfolios will be turned in as a final project for this course. They are due by 11:59 PM on 4/27.

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 (6th ed., 2010).

- All final products must be typed and an electronic copy submitted to the instructor by 11:59 pm through OTIS on the due date unless otherwise noted.
- **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. Candidates with excused absences are responsible for getting the assignment to the professor by the due date.

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.). The Education Professional Standards Board (EPSB) requires 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.

- *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 donna.b.lee@uky.edu 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 will result in a warning on the first occasion and will result in course failure on the second occurrence.*
- *Probationary and Temporary Provisional Certification Candidates:* If you will be late, absent, or leave early from your classroom, in addition to notifying appropriate individuals at your school, you must notify your university supervisor. Please ask your university supervisor how he/she prefers to be notified. *Lack of notification of either the university supervisor and/or supervising teacher will result in a warning on the first occasion and will result in course failure on the second occurrence.*

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/culminating field experience assignments identified for specific sessions in the seminar schedule. You must notify the instructor in advance of any absences.

Excused Absences

Candidates 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.

Candidates 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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Candidates 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.

Any student who misses more than one seminar session due to an excused absence will need to take an incomplete in the course and make up the session the next time the course is offered. Other arrangements may be considered on a case by case basis and must be agreement upon by both the instructor and students (i.e. alternate assignments, etc.).

Verification of Absences

Candidates 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 candidates 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 candidates 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 candidates are expected to demonstrate high professional standards in their (a) attendance at assigned EDS 590 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 candidate missing any days of student

teaching/culminating field experience (when schools are in session) will be expected to make up the missed days during finals week, at the discretion of the university supervisor.

The Teacher Preparation Program in Visual Impairments 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 at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). 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.

Candidates 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 (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to candidates with disabilities.

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 candidates 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 the chair of the Department of Early Childhood, Special Education, and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, candidates shall not plagiarize, cheat, or falsify or misuse academic records. Candidates 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 candidate 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 candidate 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 MSD or IECE 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 candidates to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where candidates feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When candidates 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 candidates 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 candidate submits as his/her own, whoever that other person may be.

Candidates may discuss assignments among themselves or with an instructor or tutor, but

when the actual work is done, it must be done by the candidate, and the candidate alone. When a candidate's assignment involves research in outside sources of information, the candidate must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the candidate 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

Candidates charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Candidates 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 Teacher Preparation Program in Visual Impairments 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://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Temp

[late=/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 Teacher Preparation Program in Visual Impairments 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.

Communication with Mentors

Since this course includes direct work in schools, all students consent to communication between university instructors and mentoring teachers regarding their performance. Mentoring teachers includes teachers, administrators, or other staff at the site that provided supervision to the student. This also includes Outreach Consultants from the Kentucky School for the Blind.

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 Core 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
Caseload Description and Schedule	<p>Each candidate will upload to OTIS a description of their caseload and weekly schedule by Monday at 9:00 a.m. the second week of class.</p> <p>Each caseload must include at least one student who meets each of the following criteria:</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 7</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts

	<ul style="list-style-type: none"> • Learning braille • Multiple disabilities • Academic preschool or elementary age • Academic middle or high school age 	<p>(Speaking and Listening)</p> <ol style="list-style-type: none"> 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10</p> <p>UK Teacher Leader Standards 4</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI5K1, B&VI7S3,</p>
<p>University supervision observations</p>	<p>Undergraduate and initial certification and alternate certification candidates will have a minimum of six observations by a University supervisor. Candidates will be evaluated using the RIDE.</p> <p>Advanced graduate level seeking an additional certificate and alternate certification candidates will have a minimum of four observations by a University supervisor. Candidates will be evaluated using the RIDE.</p> <p>An observation will take place with each of the following types of students:</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)

	<ul style="list-style-type: none"> • Learning braille • Multiple disabilities • Academic preschool or elementary age • Academic middle or high school age <p>All candidates must meet the average minimum required score on their final observation to receive a passing grade. Candidates should have a formal lesson plan prepared prior to each observation.</p> <p>The final RIDE completed will be turned into the field experience office.</p>	<p>3. College and Career Readiness (Reading, Writing)</p> <p>4. Assessment literacy</p> <p>Council for Exceptional Children Initial Content Standards (ICS)/ Individualized Independence Curricula Standards (IIC) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</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>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI11S1, B&VI11S2, B&VI2S1, B&VI 3K1, B&VI3S2, B7VI4K1, B&VI4K2, B&VI4K3, B&VI4K5, B&VI4K6, B&VI4K7, B&VI4K9, B&VI4S2, B&VI4S3, B&VI4S5, B&VI6K1, B&VI6K2, B&VI6S1, B&VI7S1, B&VI7S2, B&VI7S4, B&VI10S2</p>
<p>Post Observation Log</p>	<p>After each university supervisor observation, candidates will reflect on the effectiveness of instruction, describe patterns in student performance, and determine new professional learning and resources that could help increase instructional effectiveness. Candidates will summarize student performance on lesson objectives by completing the Post Observation Log in OTIS within 3 days of their observation.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 4, 5, 7, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading,

	<p>All candidates must meet the minimum average score for all logs.</p>	<p>Writing, Speaking and Listening, Language)</p> <ol style="list-style-type: none"> 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 4, 7, 8, 9</p> <p>UK College of Education Teacher Leader Standards 2, 4</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI4, B&VI4S5, B&VI5K2</p>
<p>Self-monitoring of video instruction – Graduate Students Only</p>	<p>Candidates will record and complete a self-monitoring analysis of their effectiveness towards teaching a lesson. A lesson plan and post observation log are required through OTIS. All candidates are advised to keep a copy of their video which may be requested by the university supervisor.</p> <p>All graduate students will complete one monitoring session and must meet the minimum score.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 3, 5, 6, 7</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content)

		<p>3. College and Career Readiness (Reading, Writing) 4. Assessment literacy</p> <p>Council for Exceptional Children ICS/ICC Standards 8</p> <p>UK Teacher Leader Standards 1</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 5</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI5K1, B&VI7S3</p>
<p>Seminar attendance</p>	<p>Candidates are expected to attend and actively participate in class discussion and on-demand activities. Candidates should discuss relevant educational problems encountered in the classroom of students with visual impairments and share experiences with seminar participants. Students should also be prepared to discuss progress on assignments.</p> <p>7 of 8 seminars are required for all students.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading)

		<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p> <p>Council for Exceptional Children Curricular Standards for Teachers of Students with Visual Impairments B&VI4, B&VI4S5, B&VI5K2, B&VI4K4, B&VI4S1, B&VI4S2, B&VI4S3, B&VI4S5</p>
<p>Student teaching/ culminating field experience portfolio</p>	<p>Candidates will be expected to maintain and turn in a cumulative student teaching/ culminating field experience portfolio, arranged by Kentucky Teacher Standards. Guidelines as to what materials might illustrate each standard can be found on page 21.</p> <p>All portfolios must be submitted through the OTIS system and will be graded using the assigned Likert scale. Candidates must achieve the minimum average required on all components.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children Initial Content Standards (ICS)/ Individualized Independence Curricula Standards (IIC) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</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>
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THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

Class Number and Date	Agenda and Topics	Assignments
1/26/2015	Review course objectives and syllabus Developing your portfolio	
2/2/2015	Using OTIS to develop your portfolio	
2/9/2015	No Class	
2/16/2015	Preparing for the PRAXIS	
2/23/2015	No Class	
3/2/2015	Working with Paraprofessionals and other service providers Intro to UEB	
3/9/2015	No Class	
3/16/2015	No Class Mid-term Week	
3/23/2015	Analysis of teaching braille UEB Cont.	
3/30/2015	No Class	
4/6/2015	Fitting the ECC in the day UEB Cont.	Video Reflection Due
4/13/2015	No Class	
4/20/2015	Portfolio Showcase	IEP/PLAAFP Due
4/27/2015	Wrap-up	Portfolios Due
5/4/2015	No Class Final Exam Week	Final Evaluation Due

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

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).

Candidates seeking a rank change through EPSB must demonstrate advanced knowledge for each standard. Under each standard, initial and advanced level indicators are included.

Portfolios are scored on a 1-5 scale, with 5 (100%) demonstrating exemplary skills. All initial certification candidates, including undergraduates, must have an overall Likert score of 3.5 to pass student teaching/field experience. Candidates seeking a rank change must demonstrate advanced knowledge and receive an overall Likert score of 4.0 to receive a recommendation for a rank change. Refer to initial or advanced below to determine your requirements for this course. ***All required documentation must be submitted and meet the minimum score to pass student teaching/field experience.***

An item may only be used once within your portfolio (i.e. you can't use the same item for more than one standard).

Standard 1: Content Knowledge

All candidates must demonstrate their knowledge for working with students with visual impairments by submitting their completed resource file. Candidates demonstrating advanced performance must also show an additional item such as a paper written for a class or another project that demonstrates your knowledge on visual impairments.

Initial: Completed resource file.

Advanced: Completed resource file plus one additional item.

Standard 2: Designs and plans instruction

All candidates must demonstrate their knowledge for designing and planning instruction in content for the blind/visually impaired. Candidates must complete a minimum of 15 hours of braille instruction/production and submit an exemplary lesson plan that was implemented in teaching braille (including braille materials produced). Candidates demonstrating advanced performance must also include at least one lesson plan, with supporting materials, from teaching a skill from the Expanded Core Curriculum (ECC).

Initial: Log of braille instruction and sample braille lesson or product.

Advanced: Log of braille instruction, sample braille lesson or product, and evidence of teaching a lesson from the ECC (lesson plan, pictures, video, etc.)

Standard 3: Creates and maintains learning climate

All candidates will provide at least two examples of adaptations to the core content. Examples include the core curriculum adaptations project (tactile graphics), CCSS Lesson plan, communication board, and talking book project. Candidates demonstrating advanced performance will provide at least three examples, one of which must have occurred during field experience.

Initial: Two items

Advanced: Three items, one of which must have occurred during field experience.

Standard 4: Implements and manages instruction

All candidates must demonstrate their ability to plan a weekly schedule from student teaching/field experience. The schedule should include an overview of teaching plans/objectives for each location. Candidates demonstrating advanced performance must include a one page reflection critiquing their adherence to the schedule and how they could improve their distribution of time.

Initial: One schedule.

Advanced: One schedule plus a one page reflection critiquing your adherence to the schedule and how you could improve your distribution of time.

Standard 5: Assesses and communicates learning results

All candidates must demonstrate their ability to manage data systems used for monitoring student progress on IEP goals. Candidates demonstrating advanced performance must include a data summary/reflection that would be shared with a parent/guardian.

Initial: One data collection sheet.

Advanced: One data collection sheet plus a data summary/reflection you would submit to a parent/guardian.

Standard 6: Demonstrates implementation of technology

All candidates will provide at least two examples of implementing technology into their teaching. Examples include assignments adapted with picture symbols, pictures of switches or communication devices, computer-generated data sheets or graphs, photographs of adaptation made using technology, or lessons conducted with technology. Lessons teaching assistive technology such as screen readers, screen enlargers, note takers, tablets, etc. may also be used as evidence. Candidates demonstrating advanced performance will provide at least three examples, one of which must have occurred during field experience.

Initial: Two items

Advanced: Three items, one of which must have occurred during your field experience.

Standard 7: Reflects and evaluates teaching and learning

All candidates must demonstrate their ability to reflect and evaluate their teaching and learning by providing at least one written reflection from student teaching/field experience summarizing an observation (post observation form). Candidates demonstrating advanced performance will also provide their post observation log from a self-monitored video.

Initial: Post observation log from a teaching observation.

Advanced: Post observation log from a teaching observation, as well as one from a self-monitored video.

Standard 8: Collaborates with colleagues/parents/others

All candidates will provide at least two items to demonstrate collaboration during student teaching/field experience. Examples include notes written to parents, notes from working with general education teachers or related service personnel, documentation of attendance and/or participation at an IEP meeting, or lessons co-taught in a general education class. Candidates demonstrating advanced performance will provide at least three examples, one of which must have occurred during field experience.

Initial: Two items.

Advanced: Three items, one of which must have occurred during your field experience.

Standard 9: Evaluated and implements professional development

All candidates must provide documentation of attending professional development activity in the field of blindness and visual impairment, along with a paragraph summarizing how it will be implemented in future teaching. Documentation should include the conference program and/or certificate of attendance. Candidates demonstrating advanced performance will provide at least two items.

Initial: One item.

Advanced: Two items. *Note: VI Cadre meetings may only count as one item.*

Standard 10: Provides leadership with school/community/professional

All candidates will provide evidence of participation in outside activities for children who are blind or visually impaired. Examples include Braille Challenge, supplementary programs at KSB, VIPS family events, White Cane Day activities, etc. Additional examples include consultation with general education teachers or trainings you conducted. Candidates demonstrating advanced performance will provide at least two examples.

Initial: One item.

Advanced: Two items.