

Joyce Seravo
Wendy Moscovitz
Ellen Fingeret
Mike Zifcak
Steven Imber
Cara McDermott-Fasy
Loretta Najarian
Susan Dell

**Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
SPED 419**

Course: Student Teaching in the Elementary or Middle School (5 credits)
Class: Minimum three visits per quarter on site by college supervisor

Course Description:

This is the final special education experience taken by all undergraduate students with a concentration in special education mild to moderate disabilities at the elementary/middle school levels. This culminating experience spans eight weeks full time teaching under the supervision of a cooperating teacher certified as a teacher of students with mild/moderate disabilities and a supervising professor on faculty within the Department of Special Education.

Extended:

The theme of this course is the clinical application of knowledge and theory attained through the professional sequence. During the student teaching experience, the teacher candidate engages in full-time academic and non-academic teaching under the supervision of an experienced teacher who is certified as a special educator for children with mild/moderate disabilities at the elementary and middle school levels and is an exemplar of best practices. The teacher candidate is expected to evidence an ethical professionalism and critical thinking in her/his approach to teaching and learning, and actively engage in all aspects of the special educator's role.

Relationship to the Professional Program:

This student teaching experience is required for teacher certification by the State of Rhode Island. The teacher candidate must have completed all prerequisites and also be concurrently enrolled in SPED 440 (*Collaboration, Home, School and Community*) which serves as further support to the student teaching experience.

Relationship to the Teacher Education Knowledge Base and FSEHD:

As the culminating experience in the professional sequence in the Department of Special Education, student teaching builds on the foundation knowledge acquired in the prerequisite special education requirements and the professional sequence in Elementary or Early Childhood Education. The teacher candidate's critical thinking and the integration of the assessment process with instructional planning, preparation and execution of programs and lessons for children with mild/moderate disabilities serves as the core of the design, implementation, analysis and evaluation of programs and services for all persons, with or without disabilities. It is the cornerstone of the legal and legislative initiatives which have been designed to secure access, participation and due process for persons with disabilities in society.

This course complements the teacher candidate's developing knowledge and skills within the professional sequence in the FSEHD. The relationship to the Knowledge Base is evident in the following ways:

1. The teacher candidate recognizes the central role of understanding, planning and assessment to meet the unique needs of individuals with disabilities.
2. The teacher candidate understands that the actions taken in concert with and on behalf of persons with disabilities arise from a total understanding of the linkages among planning, action and reflection.
3. The teacher candidate actively incorporates the knowledge gained from observation and interpretation of what persons with disabilities say and do into their reflections on the ways to initiate and foster positive involvement in their lives.

Prerequisites:

Prerequisites include: successful completion of the Preparing to Teach Portfolio; passing scores on Praxis II Teacher Licensure Assessments; satisfactory completion of all required courses prior to the semester of student teaching with required grades/GPA; completion of the twenty-five required hours of community service; successful completion of the Technology Competency Requirement (if applicable); timely submission of completed Application for Student Teaching.

Text: Rhode Island College *FSEHD Student Teaching Manual*.

Relationship to the Rhode Island Professional Teacher Standards (RIPTS):

Standard #1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

Standard #2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

Standard #3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard #4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard #5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard #8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard #9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of student to determine the impact of instruction on learning, to provide positive feedback, and to plan future instruction.

Standard #10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard #11: Teachers maintain professional standards guided by legal and ethical principles.

Relationship to CEC Standards:

CEC 1: Foundations

CEC 2: Development & Characteristics of Learners

CEC 3: Individual Learning Differences

CEC 4: Instructional Strategies

CEC 5: Learning Environments & Social Interactions

CEC 6: Communication

CEC 7: Instructional Planning

CEC 8: Assessment

CEC 9: Professional and Ethical Practice

CEC 10: Collaboration

Course Objectives*

As a result of completing a supervised student teaching experience in a program for children with mild/moderate disabilities at the elementary or middle school level, the teacher candidate will:

1. Plan learner-centered teaching and learning based upon a content knowledge base (CEC 4, 7; RIPTS 1; KNOWLEDGE: General Education, Human Learning and Development, Context of Schooling, and Area of Specialization).
2. Act sensitively, respectfully, and appropriately in professional situations (CEC 9; RIPTS 7, 11; PROFESSIONALISM: Professional Ethics and Professional Collaboration and Advocacy).
3. Reflect on the action of self, students, and others (CEC 9; RIPTS 10; PEDAGOGY: Context of Schooling and Theory and Practice of Teaching and Learning).
4. Understand general knowledge and command of basic quantitative, communication, and technological skills (CEC 6, 8; RIPTS 1, 2, 8, 9; KNOWLEDGE: General Education and Area of Specialization).
5. Understand the content of a discipline, its structure, concepts and method of inquiry (CEC 1; RIPTS 1; KNOWLEDGE: Area of Specialization).
6. Understand how all children learn and develop and use such knowledge to design teaching and learning experiences (CEC 1, 2, 3, 4, 7; RIPTS 3, 4; KNOWLEDGE: Human Development and Area of Specialization).
7. Respect individual differences among learners (CEC 2, 3; RIPTS 3, 4; DIVERSITY: Cultural Diversity and Special Needs and Inclusion).
8. Appreciate the worth of individuals through planning and assessing instruction that is sensitive to differences in economic status, gender, ethnicity, race, age, culture and special needs of their students (CEC

1, 2, 3, 7, 8; RIPTS 1-6; KNOWLEGDE: Area of Specialization; PEDEGOGY: Theory and Practice of Teaching and Learning, and Assessment as an Aid to Practice; DIVERSITY: Cultural Diversity and Special Needs and Inclusion).

9. Apply a variety of instructional models to encourage development of critical thinking, problem solving, and performance skills (CEC 4, 7; RIPTS 3-6; KNOWLEGDE: Area of Specialization; PEDEGOGY: Theory and Practice of Teaching and Learning).

10. Understand individual and group needs and provide a learning environment that encourages positive interaction, active engagement, and self-directed learning (CEC 2, 3, 5; RIPTS 3, 4; DIVERSITY: Cultural Diversity and Special Needs and Inclusion).

11. Use effective communication media and technology to foster inquiry and collaboration in the classroom (CEC 4, 5, 6; RIPTS 8; PEDEGOGY: Instructional Uses of Technology).

12. Use formal and informal assessments strategies in the evaluation of teaching and learning (CEC 8; RIPTS 9; PEDEGOGY: Assessment as an Aid to Practice).

13. Adapt instructional strategies and professional decisions (CEC 7; RIPTS 9; PEDEGOGY: Theory and Practice of Teaching and Learning).

14. Participate in professional development activities to improve teaching and learning (CEC 9; RIPTS 10; PROFESSIONALISM: Professional Development).

15. Strive toward educational improvement at the local, regional, state and national levels (CEC 9; RIPTS 11; PROFESSIONALISM: Professional Ethics and Professional Collaboration and Advocacy).

16. Participate in professional interactions with colleagues, families, agencies and members of the community (CEC 9, 10; RIPTS 7, 10; PROFESSIONALISM: Professional Ethics and Professional Collaboration and Advocacy).

17. Recognize responsibility beyond the classroom and use their expertise in community services (CEC 9; RIPTS 11; PROFESSIONALISM: Professional Ethics and Professional Collaboration and Advocacy).

18. Apply professional, social, ethical and moral standards in a democratic, pluralistic society (CEC 9; RIPTS 11; PROFESSIONALISM: Professional Ethics and Professional Collaboration and Advocacy).

*As outlined in FSEHD Student Teaching Handbook

STANDARDS:

Assignments	RIPTS	CEC Standards	Conceptual Framework
TCOPR	1-12	2, 3, 4, 5, 6, 7, 8, 9, and 10	Planning, Action, and Reflection KNOWLEDGE: General Education KNOWLEDGE: Human Learning and Development KNOWLEDGE: Context of Schooling KNOWLEGDE: Area of Specialization PEDEGOGY: Theory and Practice of Teaching and Learning PEDEGOGY: Instructional Uses of Technology PEDEGOGY: Assessment as an Aid to Practice DIVERSITY: Cultural Diversity DIVERSITY: Special Needs and
TCWS	1, 2, 3, 4, 5, 6, 8, 9, and 10	1, 4, 7, 8, and 9	Planning, Action, and Reflection KNOWLEDGE: General Education KNOWLEDGE: Human Learning and Development KNOWLEDGE: Context of Schooling KNOWLEGDE: Area of Specialization PEDEGOGY: Theory and Practice of Teaching and Learning PEDEGOGY: Instructional Uses of Technology PEDEGOGY: Assessment as an Aid to Practice DIVERSITY: Cultural Diversity DIVERSITY: Special Needs and Inclusion Professional Development
Professionalism Rubric	7, 10, 11	9 and 10	PROFESSIONALISM: Professional Ethics Professional Collaboration and Advocacy Professional Development

Course Requirements and Grading Procedures:

1. Obtain a **BCI**.
2. Read the **FSEHD Student Teaching Handbook** and comply with the requirements therein.
3. The Teacher **Candidate Observation and Performance Report (TCOPR)** is the protocol used to describe a teacher candidate's ability to plan, act, and reflect upon his/her teaching in settings that involve students with mild/moderate disabilities at the elementary or middle school levels of education. During student teaching, the TCOPR is the formal documentation completed by both the college supervisor and cooperating teacher (both evaluators are certified as a Teacher of Students with Mild/Moderate Disabilities at the Elementary/Middle Level by the Rhode Island Department of

Education), evaluating the teacher candidate formally three times during the teacher candidate's student teaching placement. The TCOPR describes the teacher candidate's ability to design instruction through lesson planning, implementation of the lesson, and reflection of lessons taught. The TCOPR is a broad performance evaluation measure of the teacher candidate's overall application of skills, knowledge and dispositions and are interpreted based on the area of teacher candidate concentration (Elementary/Middle Level). Written comments on the TCOPR provide the teacher candidate further evaluation of skills demonstrated with specific feedback on his/her performance related to teaching elementary and middle school students with mild to moderate disabilities.

4. During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of the **Teacher Candidate Work Sample (TCWS)**. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice. Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines levels of performance. The Rubrics are used to evaluate the TCWS.
5. **The Professionalism Rubric** is designed to assess the ability of the teacher candidate's ability to work collaboratively with a variety of learners, families, professional colleagues, and community members, and demonstrate commitment to their own professional growth. Candidates' also must understand and follow legal and ethical standards that protect the rights of students with exceptional learning needs (ELNs) and their families. The Professionalism Rubric is one of the final assessments completed during student teaching. Teacher candidates' professionalism is collaboratively evaluated by both the college and school-based clinicians. Throughout their student teaching experience, teacher candidates must behave in accordance to school/district policies and procedures related to effective programming for students with ELNs, their families, and colleagues.
6. A standard **Satisfactory (S)/Unsatisfactory (U)** grading system is currently used to assess teacher candidate's performance in his/her student teaching placement. Grading is based on the teacher candidate's overall performance in relation to the FSEHD Knowledge Base, the Rhode Island Professional Teaching Standards, and the CEC Code of Ethics and General Curricula Standards.

Rhode Island College Student Handbook Chapter 3 Academic Policies and Procedures

3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.” (p. 28-30)

3.13 ATTENDANCE REGULATIONS

3.13.1 Student Attendance

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester instructors will distribute a syllabus which may include attendance and/or class participation as a component of the course grade. Students who incur absences must take the initiative in determining from the instructor what work can be made up. Students with off-campus commitments (such as practicum, clinical, student teaching, internships, etc.) should comply with the following procedures in the event of absences:

- (a) Student Teaching: notify coordinator of student teaching and cooperating teacher, as soon as possible.
- (b) Others: notify off-campus supervisor and college instructor as soon as possible.

All students who incur an extended absence (five consecutive days or more) should call the Office of Student Life so that a notice (not an excuse) can be sent to instructors.” (p. 44)

Note to Students with Disabilities: If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA), and you require accommodations for this class, you must first contact the Disability Services Office. Students are assured that only their accommodation needs will be shared with their professor; and that all other information/documentation (including your diagnosis) is held in strict confidence by the Disability Services staff. Once a Request for Reasonable Accommodation form is obtained from Disability Services, you should then make an appointment with me to give me the form and to discuss your accommodation needs.

Contact information for Disability Services: Craig Lee 127 Voice: 401-456-8061

For Deaf and Hard of Hearing: TTY/TDD via RI Relay: 1-800-745-5555.