

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-5362
Email Contact	jmonahan@alaska.edu	Faculty Contact	Philip Patterson

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

XX

**2. COURSE IDENTIFICATION:**

Dept

EDSE

Course #

F678

No. of Credits

3

Justify upper/lower division status & number of credits:

EDSE F678 is a graduate level internship class including weekly seminar meetings and a minimum of 120 hours fieldwork.

**3. PROPOSED COURSE TITLE:**

Special Education Clinical Practice: Initial

**4. To be CROSS LISTED?**

YES/NO

NO

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**5. To be STACKED?**

YES/NO

NO

If yes, Dept:

Course #

**6. FREQUENCY OF OFFERING:**

Every Fall, Spring, Summer

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Fall 2012

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:

(check all that apply)

1

2

3

4

5

xx

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Field experience with weekly seminar.

**9. CONTACT HOURS PER WEEK:**

3

LECTURE hours/weeks

LAB

hours /week

20

PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

EDSE F678 Special Education Clinical Practice: Initial

3 Credits

Offered Fall, Spring, Summer

For initial licensure candidates only. Part-time fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved K-12 public schools and affiliated facilities. Fieldwork assignments are in inclusive, pullout and self-contained settings. Includes immersion in special education planning and teaching under the direction of a supervising teacher and university supervisor. Includes regularly scheduled seminars. Must be completed before enrollment in EDSE F680. Special fee. Successful completion of 18 approved credits in graduate level special education coursework. (1+0+20)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

xx

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**

W = Writing Intensive, **Format 7**

Natural Science, **Format 8**

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

X

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

Successful completion of 18 approved credits in graduate level special education coursework.

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

None

**16. PROPOSED COURSE FEES**

\$150

Has a memo been submitted through your dean to the Provost for fee approval?  
Yes/No

YES

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Faculty -- This course will become a part of an existing faculty member's workload. Field supervision responsibilities will increase for this instructor.

Budget -- As enrollment in the program increases an adjunct faculty member will be needed to assume extra supervision responsibilities.

Space--The course will utilize existing university classroom, video and/or audio conference room will be necessary.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

X

Yes

This class will not impact library collections.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Addition of this course will impact the Special Education Program only. The course is restricted to admitted students to the M. Ed. in Special Education or the K-12 Special Education Licensure program.

The course is a requirement for students in the initial licensure program only.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**Positive --** Adding this course will provide an official record of the student's clinical practice hours to the university transcript. Graduates will be able to accurately represent their clinical practice hours to teacher certification officers and potential employers.

This change will also assist in explaining the program requirements to new students, streamlining advising and registration.

**Negative --** None anticipated.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

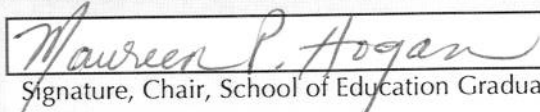
The Special Education program added an initial licensure program beginning Summer 2011. The program is designed for people who have a bachelor's degree in a related field but have not been through a teacher preparation program for elementary or secondary education and are not certified teachers.

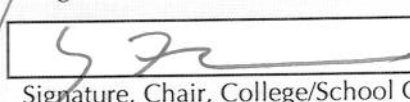
Students admitted to the program are required to take education pre-requisite classes, provide proof of experience working with special needs children and have passed the Praxis I and II exams. Since students admitted to this program are not certified teachers, the clinical practice requirement is longer.

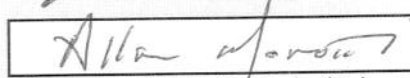
The original thought of the department was to simply have students register for EDSE F680 Special Education Clinical Practice twice (3 credits each) in two different semesters. However, there is not a clear way to represent this in the catalog. Also, certification departments and school districts may not see the course as distinct from the student's first semester of clinical practice.

To be perfectly clear to admitted students that they are required to be in a clinical practice setting for two semesters, the addition of "Special Education Clinical Practice: Initial" taken prior to "Special Education Clinical Practice" is proposed.

**APPROVALS: Add additional signature lines as needed.**

 Date 9-25-11  
Signature, Chair, School of Education Graduate Program, Maureen Hogan

 Date 10/5/11  
Signature, Chair, College/School Curriculum Council for: School of Education

 Date 10-6-2011  
Signature, Dean, School of Education, Allan Morotti

\_\_\_\_ Date \_\_\_\_  
Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

\_\_\_\_ Date \_\_\_\_  
Signature, Chair  
Faculty Senate Review Committee: \_\_\_\_Curriculum Review \_\_\_\_GAAC  
\_\_\_\_Core Review \_\_\_\_SADAC

***“Preparing Professional Educators Who Are  
Culturally Responsive, Effective Practitioners”***

**University of Alaska Fairbanks  
School of Education**

<p><b>EDSE F678 Special Education Clinical Practice: Initial (3units)</b></p>
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**University Supervisor/ Course Instructor:** Philip P. Patterson, Ph.D.

**Office:** Gruening Building 712B

**Day & Time:** Wednesdays 5:30-8:30

**Phone:** (907) 474-6133

**Location:** Brooks 302

Office Hours: Wednesdays 2-5,  
other times by appointment

**E-mail:** pppatterson@alaska.edu

**Prerequisites:** Completion of 18 approved  
credits in Special Education

**Telephone Conference Number:** (800) 570-3591

**Telephone Conference PIN Number:** 9310570

**Instructor Cell Phone:** (661) 478-4947

**Course Description:**

Catalog Description: “For initial licensure candidates only. Part-time fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved K-12 public schools and affiliated facilities. Fieldwork assignments are in inclusive, pullout and self-contained settings. Includes immersion in special education planning and teaching under the direction of a supervising teacher and university supervisor/course instructor. Includes regularly scheduled seminars. Must be completed before enrollment in EDSE F680. Special fee. Successful completion of 18 approved credits in graduate level special education coursework.”

This is a special education clinical practice (aka “student teaching,” “internship,” or “practicum”) course taken at the final phase of the initial licensure program. Candidates are provided with opportunities for instructing students with disabilities (K-12), who have diverse needs, and who receive special education services in school settings. Settings can include those that are inclusive, those offering pull-out or pull-in services, and settings that are self-contained. Each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents and assuming other responsibilities of full-time teachers. The clinical practice is to provide candidates with 120 hours of supervised school contact time.

Each candidate will be supervised by an approved supervising teacher and by a university supervisor/course instructor. The school supervisor and university supervisor/course instructor will formally observe candidates and will complete summative evaluations on candidates’ performances.



In addition to fieldwork, candidates need to participate in one hour weekly topical issue seminars with their university supervisor/course instructor

### **Required Text/Materials/Membership:**

1. Council for Exceptional Children. (2009). *What every special educator must know: The international standards for the preparation and certification of special education teachers* (6<sup>th</sup> edition). Arlington, VA: Author. Available for free at: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>.
2. Alaska Department of Education and Early Development. (2008). Standards for Alaska beginning teachers [4 AAC 04.200(a)]. Retrieved from: [www.eed.state.ak.us/regs/filed/4AAC\\_04.200\(a\)\(e\).pdf](http://www.eed.state.ak.us/regs/filed/4AAC_04.200(a)(e).pdf) - 2008-08-19. Also, posted on Blackboard.
3. Assembly of Alaska Native Educators (1999). Preparing culturally responsive teachers for Alaska schools. Fairbanks, AK: Alaska Native Knowledge Network. Available at: <http://www.ankn.uaf.edu/publications/#standards>.
4. Membership in the Council for Exceptional Children is required. Student membership in Alaska is \$69.00. For additional information, go to: <http://www.cec.sped.org/Content/NavigationMenu/Membership/MemberTypes/>.
5. Required articles will be periodically posted to Blackboard, which will relate to seminar topics.

### **Illuminate Live Protocols:**

E-Live sessions are mandatory seminars. Please follow these Illuminate Live (eLive) directions to be ready

- Please login (on Blackboard) 5-10 minutes early so we can start on time
- Please arrive with working speakers and microphone (headset preferred)
- Before class begins, please check your audio and microphone settings by going through eLive's audio setup wizard (I will show you how to do this in class)
- If possible, please avoid joining class via a wireless connection
- During class, the chat is to be used for class-related conversation only. Before and after class, you may use it for informal conversation with your classmates
- Please use the "raise hand" tool to let me know if you have something to contribute to the class discussion
- If the audio quality of a particular student is poor (too loud, too soft, too much background noise, etc.), please type that feedback into the direct messaging field so that we can correct the problem

- If you get bumped out of e-Live, try immediately to log back on; if the elive system goes down as a whole, please check your email and the announcements page in our Blackboard course for updates and instructions

### Problems

If you have problems during the e-Live session, you can always call the UAF Help Desk on 907-450-8300 for help. Please note – If e-Live is not up or goes down during a session for all or most of us, I have organized a phone-in alternative. This will be a conference call. You call 1800-570-3591 and type in your participant PIN which is 9310570

### **Course Objectives/Competencies (Matching CEC Standards and AK/UAF SOE Standards and Performances for Culturally Responsive, Effective Practitioners):**

The candidate will be able to:

1. Demonstrate the ability to work effectively with students having disabilities, who may be from culturally and linguistically diverse backgrounds, and/or who may be at-risk (K-12). In order to meet these students' unique needs, candidates must demonstrate instruction in the areas of cognitive, affective, social-emotional, behavioral, career, and vocational skills (CEC Initial Level Content Standards: 2, 3, 4, & 6/ AK/UAF Teacher Standards: 1, 2, 3, & 4).
2. Demonstrate the ability to engage in consultation and collaboration with teachers, students, families, administrators, specialists, and other related service and agency personnel during their field experience (CEC Initial Level Content Standards: 9 & 10/ AK/UAF Teacher Standards: 3, 4, 7, & 8).
3. Participate in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving students with varying disabilities and diversity at various age levels (CEC Initial Level Content Standards: 1, 3, 9, & 10/ AK/UAF Teacher Standards: 5 & 8).
4. Demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families (CEC Initial Level Content Standards: 9/ AK/UAF Teacher Standards 7).
5. Develop a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education (CEC Initial Level Content Standards: 1 & 9/ AK/UAF Teacher Standards: 7).
6. Demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners (CEC Initial Level Content Standards: 2, 3 & 6/ AK/UAF Teacher Standards: 3).

7. Demonstrate knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy (CEC Initial Level Content Standards: 5/ AK/UAF Teacher Standards: 4 & 6).
8. Demonstrate knowledge of behavior management strategies varying communication, styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory (CEC Initial Level Content Standards: 4 & 5/ AK/UAF Teacher Standards: 4 & 6).
9. Demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs (CEC Initial Level Content Standards: 8/ AK/UAF Teacher Standards: 1, 2, 4, & 5).
10. Demonstrate appropriate use of principles and strategies for planning, recommending, services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities (CEC Initial Level Content Standards: 3, 4, & 5/ AK/UAF Teacher Standards: 3).

## **COURSE POLICIES**

### **Attendance and seminar Participation**

Students are expected to participate on time via audio conferences or in-person for all seminars, participate in discussions, readings, and reflections as requested. In cases of absences or tardiness, the student is responsible for getting the information missed. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted with Prior Written Notice for a legitimate and excused absence, however: only partial credit will be earned. Responding to instructor communications in Blackboard and via email is mandatory.

### **Adaptations and Accommodations**

If you need adaptations or accommodations, if you have emergency medical information to share, or if you need special arrangements, please notify the course instructor as soon as possible. Note the information below on Disability Services.

### **Plagiarism**

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments need to be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations need to be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting,

date of access and other information included on APA format.

#### Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license. They could also negatively impact a candidate's ability to earn such a license.

#### Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 49 of the 2010-2011 UAF catalog or go to

<http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

#### In-Class Conduct

It is unfortunate that this must be mentioned, but past experience makes it necessary.

Chit-chatting in class will not be tolerated. If you feel you must carry on a conversation in class at inappropriate times (e.g., during lectures, cooperative activities, presentations, etc.), please leave class to do so. Students who continue with such behavior (more than 2 warnings) risk receiving sub-standards grades (e.g., "F") for the course.

#### Cell Phones and In-Class Computer Use

Please place your cell phones on vibrate. If you need to respond to a telephone call, please do so out of earshot of the class. Students may bring their laptop computers to class to use for class research and taking notes. Please be sure that all classroom computer use is restricted to classroom assignments only. Do not text, play computer games or web browse during class time.

#### Respect

Group discussions and electronic communication are an integral part of this course. Often, discussions can be contentious, or serious, or entertaining, or boisterous. In the fever of the moment, it's possible to get carried away and forget each other's feelings. Electronic communications can also be problematic. Some communications can appear blunt if not downright rude. An underlying respect for one another helps make classroom and web experiences good ones. Remember to give the person who is speaking your undivided attention and don't over-talk or interrupt to make your points. In other words, please don't talk when a fellow student "has the floor," or for that matter, when the instructor has the floor. This is especially important for those participating in the class via telephone or via eLive. It's not only common courtesy, but also talking and whispering can distract, annoy, and even intimidate students around you. Another annoyance can be when students veer off topic or "bird-walk" when communicating with the group. It is extremely difficult for distance learners to follow conversations especially when speakers attempt to address multiple topics or switch topics. Please keep your conversations focused or minimally provide transition statements between topics. Along those same lines, consider your fellow students when asking the instructor questions. You may have questions that are of a personal nature or that pertain to a personal interest. If your colleagues can't benefit from such questions, the questions might be better presented to the instructor after class. Essentially, in this classroom you should treat fellow students as you would like, and expect, to be



treated yourself. For live and electronic communications, remember to use social pleasantries (e.g., Greetings, This is..., Dear..., Sincerely, please, etc.). Review your written communications before sending them.

#### Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

#### Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-5655, [fydso@uaf.edu](mailto:fydso@uaf.edu), or visit <http://www.uaf.edu/chc/disability/index.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act As Amended mandates disability support services.

#### Course Requirements:

1. Attendant/active participation is required at seminars. Additionally, a required mid-term and final meeting will be held on an individual basis. (30 points)
2. The supervising teacher's periodic evaluations (mid-term and final) of the intern's performance will be based on formal and informal observations. **Candidates must have at least average ratings on all items (see evaluation below) supervising teachers and their university supervisor/course instructor in order to pass this course.**
3. The candidate will be observed a minimum of 5 times by the university supervisor/course instructor. Candidates must have detailed lesson plans available (see attached format) for announced university supervisor/course instructor observations. Supervising teachers may request that candidates use this form for their observations. Candidates must also maintain a traditional weekly lesson plan (hardcopy or electronic) that identifies basic lesson components of all classroom activities. Model weekly lesson plans and an electronic template will be posted to Blackboard. Finally, candidates will receive a midterm and final evaluation from the university supervisor/course instructor based upon observations and completion of weekly and individual lesson plans (30 points).

4. Candidates are to complete midterm and final self-evaluations (30 points).
5. A weekly journal will be kept of the field experience. Entries are to be two double-spaced pages each. The journal entries need to reflect upon the learning environment, student characteristics (without breaching confidentiality), instruction, and interactions between students and adults (75 points).
6. Based upon fieldwork observation, research, and course readings, candidates will identify instructional strategies that would be appropriate for use with their fieldwork students. The instructional strategies need to address the following areas: 1) Motor Development, 2) Social/Behavioral Skills, 3) Reading, 4) Math, and 5) the Visual and/or Performing Arts. The instructor will provide a template for candidates to use to identify the activities. Grading will be based upon thoroughness, appropriateness, and creativity. The activities will be posted to Blackboard so that they can be shared with other candidates (25 Points).
7. Attendance Log: Candidates need to keep track of their daily attendance using the attached time log. This log needs to be initialed by the supervising teacher or university supervisor/course instructor (75 points).

### **Grading Policy:**

GRADING SYSTEM: The grading system is on a percentage scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 59%

**Total Points: 315**

### **Clinical Practice with a Supervising Teacher:**

Successful clinical practice involves using the information you've learned from your university classes, fieldwork observations, basic etiquette, and common sense. Candidates are, above all, **guests** in their assigned classes and schools. As guests, candidates should be attentive, eager, and interested in the operations of their assigned classes and schools. Candidates are expected to follow all school guidelines and procedures. They should be able to take and follow directions from their supervising teachers. Additionally, they should be able to **graciously** accept suggestions and criticism. Finally, candidates should show appreciation towards their host or hostess (i.e., supervising teacher) for allowing them to complete their clinical practice in the supervising teacher's classrooms.

Candidates should avoid:

- Displaying behaviors or making comments that could be interpreted as being critical towards the supervising teacher or school.

- Breaching confidentiality about students, the supervising teacher, other staff, and the school.
- Overtly or covertly challenging the cooperative teacher about procedures, practices, and knowledge.
- Asking personal or inappropriate questions of the supervising teacher.
- Assuming roles and duties that have not been assigned.
- Being absent or tardy.
- Displaying an attitude of disinterest

Occasionally candidates and supervising teachers are unable to develop supportive relationships. In such instances, candidates **must immediately** notify their university supervisor/course instructor. Likewise, it happens that some candidates lack the skills necessary to be special education teachers. In such instances, supervising teachers are encouraged to notify the university supervisor/course instructor at the first sign of problems.

### **Dress Code**

Candidates are to dress professionally. We realize many schools have a relaxed dress code. However, some Candidates have a tendency to be too relaxed in their dress. We have discussed with Candidates the fact that their dress can affect the way students respond to them during the classroom day. Females are not to wear very short dresses or skirts, or revealing tops. Neither females nor males are to wear shorts.

### **Cell Phones**

Cell phones are not to be used habitually during the instructional day. Candidates are asked to have their cell phones on vibrate and to only respond to emergency situations.

### **Attendance:**

Special education clinical practice at the University of Alaska Fairbanks requires candidates to have full-time contact hours with students having disabilities for a full semester. Previous experience does not count towards these needed hours. If candidates are unable to complete the required contact time in a single semester they may need to accept an incomplete grade and finish the needed hours the following semester. This is done at the university supervisor/course instructor's discretion. Candidates must make up personal absences from student teaching. If candidates are chronically late to their assignments or exceed 10 days of absence, they may be pulled from their assignments and given a grade of "No Credit." Some schools do **not** want candidates in classrooms if the cooperating teacher is absent. Under such circumstances, candidates do not need to make up missed hours as long as they meet the minimum contact hour requirement.

### **Seminar Meeting Schedule:**

Seminar I      Orientation meeting on the first day of class

1. Discussion of the course requirements, policies, procedures, and expectations of the candidates.
2. Supervisory visitations scheduled.
3. Other course requirements
- Seminar II. 1. Clinical practice review
2. Relationships with supervising teachers and district supervisors
- Seminar III. 1. Clinical practice review – status and issues
2. The importance of the learning environment
- Seminar IV. 1. Clinical practice update
2. Student Characteristics
- Seminar V. 1. Clinical practice updates
2. Student Characteristics (Cont.)
- Seminar VI. 1. Clinical practice updates
2. Instructional Methods
- Seminar VII. 1. Individual Meetings
  - a. Self-Evaluation
  - b. Supervising Teacher Evaluation
  - c. University Supervising Teacher Evaluation
- Seminar VIII. 1. Clinical practice updates
2. Instructional Methods (Cont.)
- Seminar IX. 1. Clinical practice updates
2. Interactions and Relationships with students
- Seminar X. 1. Clinical practice updates
2. Behavior Intervention
- Seminar XI. 1. Clinical practice updates
2. Health issues in education
- Seminar XII. 1. Clinical practice updates
2. “Teacher Culture”
- Seminar XIII. 1. Clinical practice updates
2. Parent involvement
- Seminar XIII. 1. Final Seminar: Reflection of the field experience.
2. Course Evaluations
- Seminar IXX. 1. Individual Meetings
  - a. Self-Evaluation
  - b. Supervising Teacher Evaluation
  - c. University Supervising Teacher Evaluation

## Forms

Attached are forms that you will use or that your supervisors will use. They include:

*Lesson Plan Form* – the intern must complete this form when the university supervisor/course instructor makes a planned observation. Supervising teachers can also request that the form be completed when they conducted formal observations. The form prompts candidates to identify critical components of lessons.

*Special Education Classroom Observation Form* – The University supervisor/course instructor will use this form to give the intern feedback regarding observations. The form allows the observer to rate the candidate (based upon CEC & AK/UAF SOE Standards and Performances for Culturally Responsive, Effective Practitioners) and to provide written comments. Supervising Teachers are encouraged to use this form when formally observing candidates. Note that not all components or variables listed on this form may be relevant for every observation.

*Special Education Clinical Practice Midterm Self Evaluation Form* – This form is to be used by the intern teacher during the 7<sup>th</sup> week of the semester. The university supervisor/course instructor and site supervisor will each use a similar form. Comments, showing rich reflection, are especially important.

*Collaboration Action Plan* – This form is optional. It is intended to document communication between the intern teacher and the supervising teacher. The form can be regularly used after the supervising teacher conducts a formal lesson observation or when discussing other issues that arise. The form allows the participants to identify positive occurrences as well as areas needing improvement. The form prompts participants to identify specific steps towards rectifying needs.

*Special Education Clinical Practice Final Self Evaluation Form* – This form should be completed during the 14<sup>th</sup> or 15<sup>th</sup> week of the semester. As with the Midterm Evaluation, comments are especially important.

*Clinical Practice Time Log* – This form documents candidates' attendance at their assigned sites. Candidates should regularly update this log. Avoid having supervising teachers or district supervisors sign the log at the very end of the clinical practice experience. Instead, have them verify attendance as each time log is completed.

*Instructional Strategy* – This is the template that is to be used for each instructional strategy. Each instructional strategy should be approximately 2 pages in length.



**LESSON PLAN FORM**  
**University of Alaska Fairbanks**  
**Special Education**

**Teacher Name:**

**Date:**

**Time:**

**School:**

**School District:**

**Subject Area:**

**Alaska Student Grade Level Standard(s) (specify):**

**Objective(s):**

**Student Prerequisite Skills:**

**Paraprofessional Responsibilities:**

**Materials:**

**Method(s) of Instruction:**    ☐ Explicit Direct Instruction    ☐ Cooperative Learning  
   ☐ Direct Instruction    ☐ Simulation    ☐ Role Play  
   ☐ Discrete Trial    ☐ Inductive Thinking    ☐ Other \_\_\_\_\_

**Adaptions:**

Visual	Auditory	Kinesthetic	Technology

**Introduction/Anticipatory Set/Motivational Strategy/Building Background:**

**Specific Procedures (e.g., information/input, modeling, guided practice, independent practice, cooperative activity, etc.):**

**Questions to Check for Understanding:**

**Accommodations for English Language Learners:**

**Lesson Closure:**

**Identify how the lesson will be evaluated for effectiveness:**

## Special Education Classroom Observation Form

Candidate Name: \_\_\_\_\_

School: \_\_\_\_\_ Type of Class/Program observed: \_\_\_\_\_

Grade: \_\_\_\_\_ # of Students present: \_\_\_\_\_ # Paraprofessionals present: \_\_\_\_\_

Rating Code: **N** = Not observed/not applicable **P** = Partially Implemented or Observed **F** = Fully implemented or observed

	<u>Rating</u>	<u>Comments</u>
<b>I. Curriculum and Planning Skills</b>		
A. Maintains detailed lesson plans	N P F	
B. Begins lesson promptly/avoids wasting time	N P F	
C. Lessons are well organized with clear tasks for students	N P F	
D. Materials for lesson are accessible and ready for use	N P F	
E. Communicates appropriately with paraprofessionals	N P F	
F. Lesson is linked to standards and/or IEP objectives	N P F	
G. Lesson is based on a discernable instructional method	N P F	
H. Incorporates diverse background, knowledge, and learning styles	N P F	
<b>II. Assessment and Instructional Skills</b>		
A. Provides students with rationale for learning	N P F	
B. Relates lessons to prior knowledge	N P F	
C. Describes expectations and/or proficiencies to students	N P F	
D. Presents concepts using a variety of strategies	N P F	
E. Uses questioning to check for understanding	N P F	
F. Uses multiple modalities of presentation	N P F	
G. Demonstrates curriculum adaptations/modifications	N P F	
<b>III. Classroom Environment and Management</b>		
A. Establishes and displays daily routines, schedules, and rules.	N P F	
B. Displays mutual respect in the classroom.	N P F	
C. Monitors students behavior	N P F	
D. Manages transitions between lessons or activities	N P F	
E. Minimizes distractions in the classroom	N P F	
F. Promotes and reinforces appropriate social skills	N P F	
G. Attempts to engage all students	N P F	
<b>IV. Professional Responsibilities</b>		
A. Dresses appropriately	N P F	
B. Interacts in a professional manner	N P F	
C. Follows school's established procedures and rules	N P F	
D. Maintains confidentiality of student information	N P F	
E. Maintains professional obligations	N P F	
F. Manages equipment and supplies	N P F	

Supervising Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

## Special Education Clinical Practice Midterm Self Evaluation Form

Candidate's Name:

School Site:

Semester:

Year:

Date:

University supervisor/course instructor:

Administrator:

*Dear Intern:*

*Please rate your performance in the competencies listed below by placing a check mark (✓) where appropriate.*

Ratings are classified as follows:

**EX** = Excellent

**GD** = Good

**AV** = Average

**PR** = Poor

**NO** = No opportunity to observe

Competencies/Ratings	EX	GD	AV	PR	NO
(CEC Standards in parenthesis)					
1. Demonstrates awareness and knowledge of philosophical, historical, and legal foundations of special education (10, 11)					
2. Demonstrates understanding of learner characteristics and needs (12,25)					
3. Demonstrates skills in assessment, diagnosis, and evaluation (17, 19, 22)					
4. Demonstrates skill in instructional content and practice (20, 23)					
5. Demonstrates skill in planning and managing the learning environment (15, 23)					
6. Demonstrates skills in managing student classroom behaviors and social skills (24)					
7. Demonstrates effective communication and collaborative partnerships with staff and community agencies.					
8. Works effectively with parents (16)					
9. Maintains students records (23)					
10. Demonstrates professionalism and ethical practices (Punctuality, professional behavior) (10, 11)					

**Midterm Evaluation Form (Continued – page 2)**

Additional Comments and Recommendations:

Identify areas needing improvement, experience, and/or further development:

**Intern Teacher:** \_\_\_\_\_  
Signature Date

**Special Education Clinical Practice  
Final Self Evaluation Form  
(Supervising Teacher)**

Candidate's Name:

School Site:

Semester:

Year:

Date:

University supervisor/course instructor:

Administrator:

*Dear Intern:*

*Please rate your performance in the competencies listed below by placing a check mark (✓) where appropriate.*

Ratings are classified as follows:

**EX** = Excellent

**GD** = Good

**AV** = Average

**PR** = Poor

**NO** = No opportunity to observe

Competencies/Ratings	EX	GD	AV	PR	NO
(CEC Standards in parenthesis)					
1. Demonstrates awareness and knowledge of philosophical, historical, and legal foundations of special education (10, 11)					
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7. Demonstrates effective communication and collaborative partnerships with staff and community agencies.					
8. Works effectively with parents (16)					
9. Maintains students records (23)					
10. Demonstrates professionalism and ethical practices (Punctuality, professional behavior) (10, 11)					



**FINAL EVALUATION (Continued – Page 2)**

Additional Comments and Recommendations:

Identify areas needing improvement, experience, and/or further development:

**Supervising Teacher:** \_\_\_\_\_  
Signature Date

**Copy Given to Intern on:** \_\_\_\_\_  
Date

## Collaboration Action Plan

Intern Teacher: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

District: \_\_\_\_\_

What's Working:	Focus Area(s):
Intern Teacher's Next Steps:	Supervising Teacher's Next Stop

**Basis for Plan**

- |  |   |
|--|---|
| <input type="checkbox"/> Lesson Observation(s)               | <input type="checkbox"/> Student Interaction(s) |
| <input type="checkbox"/> Communication                       | <input type="checkbox"/> Paraprofessional(s)    |
| <input type="checkbox"/> Problem Solving                     | <input type="checkbox"/> Providing Resources    |
| <input type="checkbox"/> Professional Development Debriefing |   |
| <input type="checkbox"/> Other: _____                        |   |

## Clinical Practice Time Log

### EDSE 681

**Intern's Name:**

Supervising Teacher or District Supervisor's Name(s):

**School:**

[illegible]

Supervising Teacher or District Supervisor's Signature: \_\_\_\_\_

Date \_\_\_\_\_



**Instructional Strategy  
EDSE 678**

**Name of Strategy:**

**Applicable Population(s):**

**Curriculum Area(s):**

**Goal:**

**Procedural Steps:**

**Possible Modifications:**

**Time Considerations:**

**Source(s):**