Master's in Special Education (Grades K-12)

Course Number: MSE 8802

Course Title: Student Teaching

Faculty Contact:

Course Description: This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Birth to Second Grade, Elementary Education, Middle Level Education 6-8, Secondary Level Education and Special Education. Teacher Candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings.

Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University Supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.

Teacher Candidates practice, analyze and reflect on the authentic application of principles, theories, and craft knowledge learned in pre-service teacher preparation courses. Teacher Candidates are provided regular opportunities to engage in problem solving and decision-making. Reflective seminars are conducted on a regular basis. Teacher Candidates are expected to demonstrate basic levels of competency in each of the Wilmington University Program Competencies as well as the Delaware Professional Teaching Standards. These competencies and standards address content knowledge, human development and learning, diverse learners, communication, learning environment, planning, instructional strategies, assessment, reflection and professional growth, professional relationships, technology, and professional conduct. Teacher Candidates are also expected to provide evidence of student learning, to actively seek a broad-based exposure to school culture and to establish positive interactions with school staff and parents/families.

Teacher Candidates will be assigned a Wilmington University Supervisor from the College of Education. This University Supervisor will guide the Teacher Candidate through the clinical semester and facilitate expectations and assignments with the Mentor Teacher. Teacher Candidates will adhere to all timelines and schedules constructed by the Office of Clinical Studies and the assigned University Supervisor.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<tr>
<td>15</td>
<td></td>
<td>600</td>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Technology Standards: International Society for Technology in Education (ISTE)

Specialized Professional Association Standards: Council for Exceptional Children (CEC) informed by the Specialty Sets: K-12 Individualized General Curriculum and Individualized Independent Curriculum, Combined; Developmental Disabilities and Autism Spectrum Disorder; Initial Specialty Set: Early Childhood Special Education/Early Intervention; Association for Childhood Education International (ACEI); Association for Middle Level Education (AMLE)

Wilmington University Graduation Competencies:

Delaware Performance Appraisal System II: DPAS II Evaluation Rubrics

Learning Methods: A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – Knowledge of Students (ACEI 1.0, 3.2, 3.4 / AMLE 1a, 1b, 3a / CEC 1.1,1.2,7.1,7.2 / InTASC 1,2,10)

Learning Activities/Performance Tasks:

1. The candidate will evaluate and analyze community, district, and school contextual and demographic factors influencing instruction.
2. The candidate will evaluate and analyze classroom and student contextual and demographic factors influencing instruction.
3. The candidate will develop and administer a student interest survey.
4. The candidate will evaluate and analyze results of student survey to influence planning,
instruction, student interaction, and engagement.

5. The candidate will collaborate with resource personnel to evaluate and analyze school resources to address student learning differences and needs.

6. The candidate will use school and district resources to influence planning, instruction, student interaction and engagement.

7. The candidate will identify or create modes of teacher to family communication that impact student engagement.

Assessment(s): Candidates will analyze and reflect on the factors impacting instruction and student learning demonstrating their understanding of the assigned classroom regarding students, school, district, and the community.

Learning Outcome 2 - Designing Coherent Instruction and Learning Activities that are Highly Suitable for Diverse Learners [differentiated] and Support Instructional Outcomes. (ACEI 3.1, 3.2, 3.3, 3.4 / AMLE 1c, 1d, 2a, 2b, 2c, 4c, 4d / CEC 3.1, 3.2, 3.3, 4.1, 5.1, 5.2 / InTASC 4,5,6,7,8)

Learning Activities/Performance Tasks:

1. The candidate will create or select learning objective(s) that align to national and state standards that are clear and appropriate for students within the age and content of the classroom.

2. The candidate will use assessment results to determine research based instructional strategies that are aligned to content area, standards and learning objectives.

3. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.

4. The candidate will determine appropriate learning activities, student groupings needed during assessment and/or instruction.

5. The candidate will know and apply academic language, central concepts, tools of inquiry, and structures of the discipline.

6. The candidate is able to connect student learning to real world application aligned to content.

Assessment(s): Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 3 – Data Driven Instruction / Assessment for Student Learning (ACEI 4.0 / AMLE 4a, 4c / CEC 4.1, 4.2, 4.4 / InTASC 6)

Learning Activities/Performance Tasks:

1. The candidate will design and administer appropriate assessments to determine student knowledge and skill as aligned to standards and learning objectives.

2. The candidate will analyze and reflect on assessment results to determine student knowledge and skill as aligned to standards and learning objectives.

3. The candidate will create and describe a rubric or scoring guide aligned to lesson learning goals and assessment.

4. The candidate will identify, assess, analyze, and reflect on the modifications of the assessment for students with exceptionalities or learning differences.
5. The candidate will identify, assess, analyze, and reflect on the learning activities, and student groupings arranged during the administration of the assessment.

*Assessment(s):* Candidates will evaluate and reflect on existing teacher made assessments. Candidates will analyze and reflect on the development of assessments, application of assessments, data collection and student learning.

**Learning Outcome 4 – Implementing and Analyzing Instruction (ACEI 3.1, 3.2, 3.3, 3.4, 3.5 / AMLE 1c, 2a, 2c, 3b, 4a, 4b / CEC 2,3,4,5 / InTASC 3,4,5,7,8)**

*Learning Activities/Performance Tasks:*

1. The candidate will describe and reflect upon physical, social, behavioral, developmental, linguistic, cultural or health factors that impact teacher and learning in the classroom.
2. The candidate will describe and reflect on the assigned classroom including grade level, content area, subject matter, number of students and students with special needs.
3. The candidate will describe and reflect upon school and surrounding community factors that impact teacher and learning in the classroom.
4. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
5. The candidate will use post assessment results to analyze and reflect on student learning.
6. The candidate will use post assessment analysis to inform future instruction.
7. Using video evidence, the candidate will analyze and reflect on classroom management strategies.
8. The candidate will know and apply state and national standards.
9. The candidate will differentiate general and specialized learning experiences to make them accessible to all learners.

*Assessment(s):* Candidates design, plan, and implement a minimum of two lessons. Candidates will demonstrate the ability to adjust instruction for the whole class as well as those with different learning needs. Candidates will analyze and reflect on lesson enactment and student learning.

**Learning Outcome 5 – Learning Environment (ACEI 3.4 / AMLE 1a, 1d, 2c, 3b / CEC 2.1 / InTASC 3)**

*Learning Activities/Performance Tasks:*

1. The candidate will identify and maintain classroom teacher’s expectations and procedures in coordination with students.
2. The candidate will implement appropriate behavior modifications, strategies, and accommodations based on student needs.
3. The candidate will continuously reflect and refine classroom expectations and procedures based on student learning and behavioral needs.
4. The candidate will identify, plan, and arrange the physical environment to adapt or accommodate for varying learner needs.
5. The candidate will analyze and reflect on student-to-student interaction and candidate to student interaction.
6. The candidate will plan, implement, and reflect on various instructional groups used during lesson.
Assessment(s): Candidates will evaluate and reflect on existing classroom expectations, procedures and routines. Candidates will create, plan and implement a minimum of two lesson plans. Candidates will record each lesson and reflect on student behavior and implemented modifications and strategies.

Learning Outcome 6 – Professionalism (ACEI 5.1, 5.2 / AMLE 3b, 5a, 5b, 5d / CEC 6.1, 6.2, 6.3 / InTASC 9)

Learning Activities/Performance Tasks:
1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s): Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video-based reflection.

Level of Engagement within the 600 hours:
Your student teaching experience should include, but are not limited to the following:

- Tour facility and introduce yourself to principal, secretary and other faculty / staff determining and identifying any responsibilities or requirements during your 80 days of field experience
- Participate in staff / faculty meetings (with permission)
- Attend and assist with one family-related activity
- Attend and assist with one field trip
- Learn school and teacher grading policies
- Learn school and classroom PBIS, RTI or behavior based interventions
- Assist with recess duty
- Assist with lunch duty
- Take role and record attendance (if allowed)
- Review, score, grade and provide feedback on student work
- Write a letter of introduction to families
- Discuss content areas and implemented curriculum with Mentor Teacher
- Learn district lesson planning format
- Observe small and whole group lesson while following the mentor teacher's plan. Discuss instructional strategies used.
- Review student classroom files (if appropriate and allowed). Discuss personalized learning goals for students.
- With Mentor Teacher, examine textbooks, curriculum guides, technology devices and other resource materials.
- Observe room, organization, arrangement and types of visuals displayed for students
- Design and make bulletin boards
• Read to / with students
• Tutor/ Teach individual or small group (ELL, Special Education, Severe Exceptionalities, RTI, Gifted)
• Supervise seat-work or independent work
• Supervise free-reading period
• Use the technology afforded to the classroom as support for lessons being taught by Mentor Teacher or during lessons taught by Teacher Candidate
• Collect community, district, school, classroom, and student contextual demographics.
• Attend and assist with family-related activities
• Attend and assist with field trip
• Attend one school sporting event (if school provides – offers)
• Learn school and classroom PBIS, RTI or behavior based interventions
• Participate in behavior based intervention meetings
• Participate in PLC meetings
• Participate in a Building Leadership Team (BLT)
• Attend a parent teacher conference
• Attend an IEP meeting
• Learn about goal setting for students
• Discuss with Mentor Teacher text complexity, Lexile Levels, and guided reading
• Discuss with Mentor Teacher state mandated assessment grade level requirements
• Observe room, organization, arrangement and types of visuals displayed for students
• Observe small and whole group lesson while following the Mentor Teacher’s plan. Discuss instructional strategies used.
• Discuss with Mentor Teacher any accommodations to the physical environment for students with special needs
• Collect lesson plan(s) from mentor teacher that represent differentiated instruction, accommodations, and varying learning activities.
• Learn and maintain compliance of school and district regulations and policies.
• Learn school and classroom PBIS, RTI or behavior based interventions
• Participate in behavior based intervention meetings (if allowed with permission)
• Participate in PLC meetings
• Attend a parent teacher conference (if allowed with permission)
• Attend an IEP meeting (if allowed with permission)
• Assist with a variety of student performance assessments
• Teach multiple lessons constructed by the Mentor Teacher
• Use the technology afforded to the classroom as support for lessons being taught by Mentor Teacher or during lessons taught by Teacher Candidate
• Observe room, organization, arrangement and types of visuals displayed for students
• Observe small and whole group lesson while following the Mentor Teacher’s plan. Discuss instructional strategies used.
• Discuss with Mentor Teacher any accommodations to the physical environment for students with special needs
Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

*Professional Responsibilities and Growth:* Teachers engage in many professional activities as they develop teaching skills. During clinical fieldwork (Practicum I, II, III and Student Teaching), candidates gather evidence of such activities that focus on professional growth within the context of school, district, and student.

*Knowledge of learners:* In this formative task, candidates demonstrate the knowledge and skills that pertain to their understanding of the assigned classroom. The task asks candidates to provide evidence in regard to classroom students, the school and the community, and to identify implications of these factors on instruction and student learning. Candidates must understand the school culture to avoid unintended biases or stereotyping when responding to the prompts in this exercise. Evidence that is required for this task; student interest inventory, family and community communication, method, contextual demographics and instructional resources.

*Assessment for Student Learning:* Within this performance based written response, candidates demonstrate their understanding, analysis, and application of assessment and data collection to measure and inform student learning. During this assessment, candidates will develop and assessment, administer the selected assessment, analyze the assessment data and student learning, and reflect on assessment data. Candidates must collect and provide evidence and documentation associated with the process; selected assessment, baseline data for the entire class, assessment rubric or scoring guide, baseline data for two focus students, graphic representation of the assessment data, and completed assessment for two focus students.

*Designing Lessons for Learners:* Within this performance based written response, candidates demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning. During this task, candidates must develop a lesson plan with specific objective, learning goals, instructional strategies and learning activities. Identify two focus students, in which emphasis is placed on planning for differentiation, engaging in differentiated instruction and analysis of differentiated instruction for the two focus students. Evidence and documentation required; lesson plan including differentiated lesson components for two focus students, work sample of students, work sample from two focus students.

*Analyzing and Reflecting on Lesson Implementation:* Within this performance based written response, candidates demonstrate their ability to plan and implement a lesson using research-based instruction. Candidates also demonstrate the ability to adjust instruction for the whole class as well as for individual students within the class. Finally, candidates demonstrate an understanding of reflective practice. During this task, candidates develop and create a lesson plan, implement the plan, collect student work and reflect on instructional process. Evidence and documentation required; standards based lesson plan, baseline data for the entire class, baseline data for two focus students, and work samples for two focus students.
**Formal Observation and Evaluation of Candidate Instruction:** Candidates are formally observed and evaluated within the cycle of learning instruction; understanding student population, planning / designing for instruction, enactment of instruction and analysis / reflection of instruction. During Student Teaching, candidates are formally observed and evaluated three times. Remediation can occur during the 80 day field experience in which candidates may be required to develop, plan and instruct additional lessons.

Overview: Candidates will communicate with the assigned Mentor Teacher early during their first hours of observation to identify a lesson to teach in a whole group and small group setting. It is the responsibility of the candidate to create a schedule with the mentor teacher for this first lesson. It is the responsibility of the candidate to use the Wilmington University Teaching and Learning Roadmap and create a lesson in which to teach. The candidate and the Wilmington University Supervisor will review the Wilmington University Teaching and Learning Roadmap during seminar to ensure the candidate understands all components and aspects of the form.

Evidence and Artifacts: Wilmington University Teaching and Learning Roadmap, any materials or photocopies, any activity sheets, any photos taken by the candidate.

**Mid Term Evaluation:** The Mentor Teacher, in collaboration with the assigned University Supervisor, provide a mid-experience evaluation of candidate performance in which all parties communicate areas of strength and growth. Candidates are provided the opportunity to establish a growth plan directly aligned to their level of implementation of the learning cycle.

Final Evaluation: The mentor teacher, in collaboration with the assigned University Supervisor, conduct summative evaluation of candidate performance during the field experience.

**Dispositions:** The College of Education within Wilmington University focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. College of Education faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the College of Education’s Conceptual Framework. As candidates move through their programs, it is expected they demonstrate a commitment to fairness, integrity and a belief that all children can learn through an increasing ability to promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, and value life-long learning.

During Student Teaching, candidates’ dispositions are evaluated a final time through a collaborative process involving the Mentor Teacher and the assigned University Supervisor. Candidates are evaluated within the areas of learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practice and leadership.
College of Education Attendance Policy:
See additional details in Handbook for the Clinical Student Teaching Semester

Course Materials and Reading List

Delaware Performance Appraisal System II – DPAS II A document from the Delaware Department of Education; DPAS II is Delaware’s statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools.


Praxis Performance Assessment for Teachers An examination and documents from Education Testing Systems (ETS); The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Understanding Learning - Links
- Blueprint for Personalized Learning in Delaware
- Bloom's Taxonomy
- Classroom Management
- Group work: Using cooperative learning groups effectively
- Increasing Inclusivity in the Classroom
- How People Learn
- Metacognition
- Mindfulness in the Classroom
- Motivating Students
- Personalized Learning
- Substitution Augmentation Modification Redefinition Model
- Technological Pedagogical And Content Knowledge
- Teacher Toolbox
Supporting Resources – Found in Wilmington University Library

Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.) (Directors). (2001). *Teach me different! : The nature of the condition* [Motion picture on online video].

Films Media Group, & Promedion (Firm) (Directors). (2016). *Educational psychology in the classroom* [Motion picture on Online video].


