

**LaSalle University**  
**Department of Education**  
**EDC 478. 53: Special Education Practicum (10 credits)**  
**Spring 2023**

**COURSE SYLLABUS**

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Office Hours	By appointment

**Co-requisite course:** EDC 478: Seminar in Special Education (Seminar, 3 credits)

**Course Description**

Elementary Education teacher candidates complete 13 weeks of student teaching (M-F) gradually assuming full control of the classroom, including planning, teaching, classroom management and fulfillment of professional responsibilities. **Special Education practicum teacher candidates complete 13 weeks of student teaching, assuming the responsibilities for one or two academic courses or two separate class periods requiring the writing of no more than two daily lesson plans.** In addition, candidates gradually assume the responsibilities in areas such as IEP monitoring, planning, teaching, and classroom management. All candidates are formally observed at least four times (one may also include a self-reflective observation by the student). Supervisor will complete Student Teacher Observation/Evaluation Danielson Short Form for three observations. The final observation will be evaluated using Danielson Long Form. Conferences, including teacher candidate (Danielson Long Form completed), cooperating teacher (Danielson Short Form (#1), Danielson Long Form (#2) completed) and University supervisor (PDE 430 completed), will be convened at mid-term and end of semester.

**NOTE:** All referenced documents available in Handbook on *Canvas* via LaSalle portal and via a shared electronic folder. (Downloading to a personal computer is strongly recommended.)

**Student Learning Outcomes**

As evidenced in observations with the use of rubrics noted above, reflective journals, lesson plan binders and discussions during meetings in the field, the teacher candidate will apply prior knowledge and skill acquisition from pre and co-requisite coursework in the following areas:

- Develop positive professional attitudes & relationships
- Apply theoretical and conceptual knowledge, which has been acquired in university courses, to practical situations
- Become familiar with the purposes, programs, and organization of school sites
- Identify the role of the school has in relation to the community the school serves
- Demonstrate reflective thought, critical analysis, problem solving, & creative action
- Plan instructional content & activities, apply validated methods & evaluate teaching strategies
- Participate in a progressively increasing variety of instructional responsibilities
- Develop a developmental perspective that addresses the needs of all students
- Adjust the curriculum & methods of instruction to meet the needs of learners
- Demonstrate positive attitudes toward continued professional growth & development
- Plan, implement and evaluate effective lessons that target specific skills and knowledge of content

- Use Danielson rubric as a tool to plan, organize and evaluate teaching.
- Demonstrate effective instructional planning and assessment integrating the PA academic standards: <http://www.pdesas.org/> and common core standards <http://www.pdesas.org/standard/commoncore>
- Deliver lessons based on identified curricular objectives, research-based instructional design practices, and creative instructional methodologies
- Prepare instructional plans to differentiate lessons based on an **appreciation** of the social, emotional, physical, and cognitive abilities of individual students
- Identify, access, and evaluate instructional resources, and relate ways these materials may be used to assist in preparing for and delivering instruction
- Integrate technology in the development and delivery of units and lessons
- Differentiate lessons to meet the academic and social needs of Special Education and English Language Learners

### **Additional Course Considerations**

Student Guide to Resources, Rights, and Responsibilities:

<http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/>

American Disability Act of 1990 (may include learning difficulty notification of faculty): La Salle University abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. Rose Lee Pauline is the designated contact. You need to provide documentation of your disability if you seek accommodations.

### Academic Integrity

Academic Dishonesty - Plagiarism or any other form of academic dishonesty could result in course failure and additional disciplinary penalties at the program and university level. The La Salle University Academic Integrity Policy discusses and defines academic dishonesty. It also describes the formal procedures and serious consequences that accompany its violation. The complete policy can be found on mylasalle.edu portal: <https://wa3.lasalle.edu/channels/docs/get.php?id=350>

*\*Additional resources posted on Canvas Getting Help Link*

### Syllabus change policy

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the faculty member to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Faculty member will give notice when changes to the syllabus are made.

### **Course Objectives**

The Course Objectives are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards and comprise a portion of the *knowledge, skills and attitudes* that are expected of beginning teachers. For supervision purposes, evaluation will be done using observation rubrics, journals, written lesson plans/implementation, and group/individual discussions. Guidelines for completion of standards with accompanying artifacts as a component of professional portfolio will be discussed during seminar.

**Standard #1: Learner Development**

The (student) teacher synthesizes knowledge of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The (student) teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The (student) teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The (student) teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The (student) teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The (student) teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The (student) teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The (student) teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The (student) teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The (student) teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Professionalism**

Attendance, punctuality and on time work submission is essential. Teacher candidates must participate in all student teaching requirements as documented in the Professional Handbook. **Please read the Handbook thoroughly for specific directions and expectations.**

Teacher candidates must be self-motivated, honest, punctual, cooperative, able to take initiative and assume responsibilities, capable of discussing and reflecting upon the assumptions underlying their pedagogical values and beliefs, and able to accept and act on constructive criticism. It is expected that all students maintain a professional demeanor in and outside the classroom. Students are expected to uphold the Lasallian mission and values of the University as they are representatives of the University at all times. Candidates must demonstrate appropriate professional behavior in the use of social media. Students are prohibited from the use of electronic devices and social media during field placement unless permitted by the cooperating teacher, principal or other school administrator. Inappropriate use of electronic devices and social media during field placement will be grounds for removal from student teaching placement and disciplinary action by the Department of Education.

### **Attendance**

If illness or an emergency should require the student teacher to be absent from school, the student teacher must inform the supervisor, cooperating teacher, the school principal, and the Director of Placements at La Salle University (215-951-1604). Repeated tardiness and/or absence in excess of three (3) days during any student teaching period require extensions of time in student teaching. The student teacher is required to arrive at the student teaching site one-half hour before the scheduled start of the school day and remain one-half hour later.

**Grades:** Final grade determined by evaluation of student outcomes listed on pages 1-2.

It is the policy of the Education Department that all EDC and IMS courses be passed with a grade of “C” or better to count toward teacher certification. A final grade of “C-“ or lower will require a re-take of the course if you will be pursuing teacher certification.

### **GENERAL INFORMATION** (read Handbook that was emailed to you!!!)

- Follow school calendar (snow days, holidays)
- Attend all professional development activities, faculty meetings, open house, Back to School Nights, etc. Can use as subject for journal
- Dress **professionally; WEAR ID**
- Sign in/out daily
- Absence procedure: Cooperating teacher, University Supervisor (Instructor for this course), principal and Mrs. Tonya Haynes (215) 951-1604 must be called

### **FIRST WEEK OF SCHOOL**

- Exchange personal contact information with cooperating teacher
- Start to discuss Sped teacher agreement plan/ General Ed action plans/lesson plans etc
- Obtain class schedule. Hard copy to me at our first weekly meeting (see schedule)

### **LESSON PLANS**

- Plans are to be complete (all sections), written for every lesson, and in the LaSalle format. As semester progresses, format may be amended.
- Plans **must** be reviewed and **initialed by cooperating teacher.**
- Write a short reflection after implementation (**in reflection section**)

## JOURNAL WRITING:

**Weekly Journal Entries:** The journal is an important vehicle for growth and learning. It is through careful observation, analysis, and reflection that student teachers build on prior knowledge and learn through their teaching practice. The journal is both a tool for reflective practice and a means of communication between the student teacher and the instructor (University Supervisor). Journal entries are confidential. However, the student teacher may choose to share or use journal entries for other assignments such as a portfolio artifact. Generally, entry topics will be derived from the student teaching experiences, however topics to consider will be provided as well.

-Journals must be written in format per the Professional Handbook unless otherwise indicated:  
DESCRIBE, ANALYZE, ACT

### Journal #1-Review [C. Ngozi Adichie TedTalk](#)

For journal entry # 1, Please review Danger of A Single Story (Tedtalk) linked above. Answer questions below in 2-3 pages (total).

1. What part of this TEDtalk resonated most for you personally and why?
2. What identity groups do you have a single story about? Based on what you heard in the video, what will you consider doing in order to get a more accurate story of 1-2 of those groups?
3. Describe an experience when you knew someone had a single story about you in school. How did it feel? What did others do to support you (provide details)? If nothing, what would you have wanted them to do (provide details)?

**Journal #2-** Describe the behavior management plan used by the cooperating teacher, relate to coursework, theorists, etc, your reaction/opinion

**Journals #3-10** Prompts and Readings (if applicable) will be provided via Canvas Course Assignment Links.

### PROOFREAD CAREFULLY!!!

- Entries are to be typed, double spaced, 12 font, **2-3 pages**
- Header must include your name, number of entry, and date submitted
- Journals are confidential-**do not** write complete names of students or adults (only initials)
- Avoid biased judgments**

## OBSERVATIONS

- At least 4 observations: you will videotape #3 and write reflective rubric
- Individual conferences to follow all observations
- Reflective journals will be assigned
- Lesson plan with handouts provided to instructor **48 hours** prior to observation date (if any materials are not able to be shared electronically, they will be submitted at the start of the observation time)
- Parents must be notified of videotaped lesson.

**Dates of Observations and meetings are subject to change** depending on circumstances and the activities in the school as well. Please be sure to check your email each weekend for upcoming events for the week.

*\*Your signature represents that you have received and read the observation form. The PDE430 form will also be completed twice by the University Supervisor for your review and signature.*

**Additional Assignments:** Additional assignments might be created to enhance your experience and provide you with the opportunity to demonstrate required competencies. These assignments will be explained, including how they will factor into your final grade.

### **Requirements for All Written Assignments**

You are required to submit each writing assignment (electronically through the link provided) *by the due date*. **I will deduct 2 points for each day past the due date that the submission is received.**

- All Journal Entries *must* be typed, double-spaced, written in 12-point font with standard 1" margins with page numbers, and your full name.
- All Lesson Plans must be typed in the La Salle University Lesson Plan Template. Submissions to the instructor (University Supervisor) for observations must include any artifacts/handouts used in the lesson.
- You are expected to carefully proofread and edit your writing.

### **Grading**

**Key Performance Indicators:**

- Classroom Observation of progress across four domains (planning and preparation, Classroom Environment, Instruction, Professional Responsibilities)
- Communication: Written, spoken and non-verbal forms of communication through journals, other writing samples, demonstrated through professional behaviors
- Implementation of feedback provided by Supervisor (and Cooperating Teacher)  
\*Including all suggestions into future lessons to show growth in teaching strategies.

**Grading Scale**

A- to A range: Candidate consistently and thoroughly demonstrates exemplary indicators of performance
B. to B+ range: Candidate usually demonstrates exemplary indicators of performance
C- to C+ range : Candidate sometimes and adequately demonstrates exemplary indicators of performance
D and below: Candidate rarely or never and inappropriately or superficially demonstrates indicators of performance

Your final grade for student teaching is based on:

1. Your progress as a developing teacher, as exemplified through feedback provided on the Danielson rubric (completed by me, you, and your cooperating teacher).
2. Your professional demeanor (as captured through the Danielson rubric, direct conversation with you and your cooperating teacher, and direct observation).
3. Your ability to communicate (in written and spoken form) clearly and accurately.
4. Your ability to reflect on your development and apply feedback to your performance.

An “A” level student-teacher (someone who will earn the grade of “A” or “A-“), is someone who demonstrates a high level of professionalism, is deeply reflective, and uses that reflection to improve, consistently accepts and applies feedback, and demonstrates significant growth throughout the semester.

### **COURSE SCHEDULE**

\*Upload all assignments to Course Canvas Site. In the event that assignments are due before the Canvas Site is available, email lesson plans and materials to [petersonansari@lasalle.edu](mailto:petersonansari@lasalle.edu) **48 hours** prior to the observation date and journal entries by 11:59p EST on the due date listed in the Course Schedule.

**Student teaching begins Monday, January 30, 2023**

**Visitation Day: Friday, January 27, 2023**

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|----------------|--|
| <b>Week #1</b> | <b>Week of January 30:</b> Three-way conference Meeting- date TBD<br>Journal #1 due Thursday, February 2, 11:59p EST<br>Action Plan due date of 3 Way Conference- date TBD |
| <b>Week #2</b> | <b>Week of February 6:</b><br>Journal #2 due Thursday, February 9, 11:59p EST  |
| <b>Week #3</b> | <b>Week of February 13:</b> Observation #1<br>Journal #3 due Thursday, February 16, 11:59p EST   |
| <b>Week #4</b> | <b>Week of February 20:</b><br>Journal #4 due Thursday, February 23, 11:59p EST  |
| <b>Week #5</b> | <b>Week of February 27:</b> Observation #2 ST Self Assessment due; CT Assessment #2 due<br>Journal #5 due Thursday, March 2, 11:59p EST                                    |
| <b>Week #6</b> | <b>Week of March 5:</b> midterm 3 Way Conference Meeting, Date/Time TBD<br>Journal #6 due Thursday, March 9, 11:59p EST  |
| <b>Week #7</b> | <b>Week of March 12:</b><br>No Journal Due   |
| <b>Week #8</b> | <b>Week of March 19</b> Observation # 3, (recorded)<br>Journal #7 due Thursday, March 23, 11:59p EST   |

<b>Week #9</b>	<b>Week of March 26</b> Journal #8 due Thursday, March 30, 11:59p EST
<b>Week #10</b>	<b>Week of April 2</b> No Journal due
<b>Week #11</b>	<b>Week of April 9</b> Journal #9 due Thursday, April 13, 11:59p EST
<b>Week #12</b>	<b>Week of April 16:</b> Observation #4; ST Self Assessment due; CT Assessment #2 due
<b>Week #13</b>	<b>Week of April 23</b> Journal #10 due Thursday, April 27, 11:59p EST
<b>Week #14</b>	<b>Week of May 1</b> Last day of student teaching Friday, May 5, 2023

### **COVID Requirement Statements**

**Excused absences** If a student is required to isolate due to a positive test, faculty will receive a notice of excused absence from the COVID-19 Response Team if the student requests it. It is the student's responsibility to request that this notice be sent by the COVID-19 Response Team.

The COVID-19 Response Team will notify faculty via email when a student can return, or if their anticipated return date has changed.

- o Students and employees who test positive are required to isolate for a minimum of five (5) days after the day their symptoms begin. Anyone who tests positive will be provided with an anticipated return date, based on a 10-day isolation period.

**Other health information** Faculty will only be notified if a student is absent due to COVID-19 *and* if the student requests an absence notice be sent.

- o If a student is sick due to another illness, it is recommended that they stay home until they feel better and notify their instructor(s).

Throughout the pandemic, key safeguards like face masks have allowed La Salle to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions recommend masking, the University will require that all members (Faculty, Students, Staff, Visitors, etc.) of our community to wear face masks while indoors. The latest city updates relative to safety measures are found on the city's COVID-19 Update Page: [Covid-19 Emergency Orders](#). If there is a change in COVID-19 status, La Salle reserves the right to change these requirements. La Salle Health Guidelines can be found on our website: [Covid-19 La Salle Health Guidelines](#).

A link to all Covid-19 academic policies, process and procedures can be found our website: [COVID-19 Academics](#).