

LaSalle University
Department of Education
EDC 4xx.xx: Special Education Practicum (10 credits)
Spring 2023

COURSE SYLLABUS

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Co-requisite course: EDC 4xx: 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.

In accordance with the Pennsylvania Department of Education's Culturally Relevant-Sustaining Education (CRSE) Program Framework Guidelines (2022), professional educators must demonstrate nine (CRSE) competencies. This course will support teacher candidates' development in, at least, two areas based on an individualized professional development plan and culture of study project.

NOTE: All referenced documents available in the Professional Year 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:

- Increase Culturally Relevant-Sustaining Educator Competency in two (2) areas
- Increase knowledge of, at least, one cultural group represented in your classroom
- Develop positive professional attitudes & relationships
- Apply theoretical and conceptual knowledge 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, knowledge of content, and incorporate multiple perspectives that capitalize on learners' real-world experiences, identities, and heritage.
- 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, culturally relevant-sustaining educational pedagogy and other creative instructional methodologies
- Prepare instructional plans to differentiate lessons based on the social, emotional, physical, and cognitive abilities of individual students
- Identify, access, and evaluate instructional resources, including but not limited to culturally responsive/relevant resources and use these materials 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

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 a professional portfolio will be discussed during the (co-requisite) 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.

Additional Course Considerations

In order to facilitate your greatest potential to learn, there are a few things every student can expect from me:

- I will address you by your preferred name and pronouns. Please let me know what they are during or immediately after Student Teaching Orientation. Please correct me if I make a mistake.
- I will make every effort to ensure accessibility for learning differences in addition to supports provided by Disability Services. In order to do so, it is imperative that you let me know if you anticipate any issues related to course requirements including, but not limited to, format and materials.
- I welcome use of diverse languages and dialects in verbal and informal written communication. However, I expect accurate spelling and grammar since they are tools for clear written communication. I strongly encourage you to use the University Writing Center or a proofreader.

Additional student resources outlining University student rights and responsibilities can be found at the end of this document and at [Student Guide to Resources, Rights, and Responsibilities](#)

Professionalism

Attendance, punctuality and on time work submission is essential. Teacher candidates must participate in all student teaching requirements as documented in the Professional Year 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 feedback. 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.

Attendance

If illness or an emergency should require the teacher candidate to be absent from school, the teacher candidate must inform the supervisor, cooperating teacher, the school principal, and the Director of Placements and Partnerships at La Salle University (215-xxx-xxxx). Repeated lateness and/or absence in excess of three (3) days during any student teaching period require extensions of time in student teaching. The teacher candidate 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

- 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
- Discuss Special Education teacher agreement plan/ General Ed action plans, lesson plans etc
- Obtain class and school schedule. Provide hard copy to me at our first weekly meeting

ASSIGNMENTS

Culturally Relevant-Sustaining Education (CR-SE) Self-Assessment: This assessment will be completed as pre-work before the student teaching course (field experience) begins and at the end of the course. Teaching candidates will rate their knowledge, skill and attitudes related to the nine CR-SE competencies released by the Pennsylvania Department of Education, November 2022.

Cultural Profile (1-2 pages): The cultural profile is a narrative that describes the number and or percentages of students who represent diverse races, ethnicities, nationalities, immigrant statuses, genders, and other identity markers represented by the students in the host classroom. If possible, include the neighborhood where they live. This profile will not only help the teacher candidate get to know students, it will also inform the decision about a culture the candidate will study during the student teaching experience.

Lesson Plans (La Salle University Lesson Plan Template):

Plans are to be written for every lesson, complete (all sections), and in the LaSalle format. As the semester progresses, the format may be amended. Additionally, lesson plans must incorporate multiple perspectives that capitalize on learners' real-world experiences, identities, and heritage; plans must be reviewed and initialed by the cooperating teacher before submission to instructor; A short written reflection is required after implementation of each lesson (see reflection section on the lesson plan template).

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

Journals must be written in the format outlined in the Professional Year Handbook unless otherwise indicated.

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)

Observations: Teacher Candidates will submit lesson plans with supporting materials (such as handouts, presentation slides) 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). Individual conferences follow all observations.

Instructor will conduct, at least, 4 observations: Each teacher candidate will videotape classroom instruction for Observation #3 and use it as a tool for reflection on practice. The form to use for reflection will be provided.

***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.

**Teacher candidate 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 the learning experience in the course and to provide teacher candidates with the opportunity to demonstrate required competencies. These assignments will be explained, including how they will factor into the final grade.

Course Texts and Resources: Assigned texts (readings/media) and additional resources are available on Canvas. Additional Resource categories, minimally, include *Introspection and Reflection; Teacher*

Social Location, Understanding Intersectionality and Privilege, Gender Identity, Social Class, Disability, Race & Racism, Linguistic Diversity, Hetero-normativity/Cis-normativity & Heterosexism.

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.
- All written material is expected to be carefully proofread and edited.

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, and 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

The 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. All assignments are due by 11:59p EST on the due date listed in the Course Schedule.

NOTE: The course readings/media are available on Canvas unless otherwise indicated. Additional readings or presentations may be required for any of the weeks below. Assignments, readings or due dates are subject to change.

UNIT ONE		
Date	Topic	Assignments and Readings /Media
Pre-Work	<i>Culturally Relevant Sustaining Educator Competency Pre-Assessment</i>	Syllabus CRSE Competency Self-Assessment Visitation Day
Week #1	<i>Identity, Culture and Introspection</i>	Journal #1 3 Way Conference-Action Plan due
Week #2	<i>Teacher Social Location</i>	Journal #2 Draft a <u>cultural profile</u> of the host classroom due
Week #3	<i>Teacher Cultural Competency Development Planning</i>	Journal #3 Observation #1 Post Observation Conference Meeting <ul style="list-style-type: none"> ● Identify one-two competencies for student teacher development plan ● Brainstorm ideas and resources for individualized CRSE competency development plan ● Identify <u>one</u> cultural group represented in student teaching host classroom for focused study
Week #4	<i>Planning & Preparation</i>	Journal #4
Week #5		Journal #5 Observation #2 Student Teacher Self-Assessment (Danielson Rubric) due Cooperating Teacher Mid-point Assessment due
UNIT TWO		
Week #6	<i>Bias in Instructional Materials</i>	Journal #6 3 Way Conference-midterm
Week #7	<i>Culture of Study I</i>	Journal #7
Week #8		No Journal Due Observation # 3 (recorded)

Week #9	<i>Culture of Study II</i>	Journal #8
Week #10	<i>Planning & Preparation</i>	Journal #9
<u>UNIT THREE</u>		
Week #11		No Journal Due Observation 4 <i>Student Teacher Self-Assessment (Danielson Rubric) due</i> <i>Cooperating Teacher Mid-point Assessment due</i>
Week #12	<i>Anti-Oppressive Education</i>	Journal #10 <i>3 Way Conference-Final</i>
Week #13	<i>Culturally Relevant Sustaining Educator Competency Post-Assessment</i>	CRSE Competency Self-Assessment due
Week #14		<i>Last Week of Student Teaching</i>

Land Acknowledgement

La Salle University stands on part of the ancient homeland and traditional territory of the Lenape people. We pay respect to Lenape peoples past, present, and future and their continuing presence in the homeland and throughout the Lenape diaspora. You can find more information about the Lenape, territories and more specific resources for tribes in Pennsylvania and bordering states at <https://native-land.ca/maps/territories/lenape/>. You can also use this tool to find out more about traditional lands of Indigenous nations at <https://native-land.ca/>

Campus Resources

You will find links to important policies and resources in the links below or go to Canvas and click on **Help** at the bottom of the global navigation menu or on **Getting Help** in the course navigation menu.

[American Disability Act of 1990](#)

[Academic Accommodations](#)

[Academic Learning Support](#) (Tutoring, Coaching, Study Skills)

[Academic Integrity Policy](#)

[Connelly Library](#)

[Food Pantry \(The Basket\)](#) (Search The Basket on the La Salle Portal to sign up for alerts via Canvas)

[Student Guide to Rights and Responsibilities](#)

[Student Counseling Center](#)

[Technology Help and Support](#)