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**Maternity Leave Instructor:** Kathy Hill, M.Ed.
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**I will be on maternity leave from August 28th-November 8th. I will be your primary contact starting on November 9th.**

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**In-class Meeting Dates:**
**Aug 20, 27, Sept 24, Oct 15, and Nov 19**

***Attendance is absolutely mandatory***

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**Overview and Purpose:**
Special Education 5132/6132 is the field experience component to SP ED 5122/6122, SP ED 5141/6141, SP ED 5140/6140, and SP ED 5110/6110. The field experience requires a **minimum** of 150 field hours, or 15 hours per week for the entire semester, at the cooperating site. Teacher candidates will be involved in the planning and delivery of instruction, conducting observations, and administering assessments. Clinical faculty in the Department of Special Education have pre-assigned the field experience site with pre-approval from the individual district-level special education departments. Any additional changes in site-placement can only be made with the Mild/Moderate placement committee, district-level special education department, and site administration approval. Field experiences will be observed and evaluated by the university supervisor and an assigned cooperating teacher. *It is the teacher candidate’s responsibility to schedule all observations and evaluations with the university supervisor and the cooperating teacher.*

The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on their demonstration of their knowledge and ability to meet performance standards measured by the Utah Effective Teaching Standards, in the areas of learner development, learning differences, learning environments, content knowledge, assessment, instructional planning, instructional strategies, reflection and continuous growth, leadership and collaboration, professional and ethical behavior.

**Teacher Candidate Objectives:**
1. Demonstrate an understanding of the Utah Effective Teaching Standards along with the CEC code of ethics and standards for professional practice. In addition, the teacher candidate will show **professionalism** and courtesy working with University of Utah staff and faculty, school and site colleagues, parents, professionals, and classmates.
2. Be involved in appropriate **collaboration** with University of Utah faculty, school and site colleagues, parents, professionals, and classmates.
3. Write, implement, and evaluate appropriate **lesson plans** that reflect elements of modeling, effective guided practice, and structured independent practice to meet the individual needs of students.
4. Implement the school wide & classroom **behavior management** program at the
field placement site. Teacher candidate will also identify and develop effective reinforcement strategies for managing group and individual student behavior.

5. Demonstrate the ability to conduct ongoing assessment and error analysis on student work/performance. Data collected will be used to assess the effectiveness of instruction and make adjustments in planning and instruction.

6. Maintain and effectively use tools to organize their time, materials, and work space.

Field Requirements: Teacher Candidate Roles & Responsibilities

1. The teacher candidate must spend 15 hours per week at their practicum placement for the entire semester. The teacher candidate must reach a minimum of **150 total hours**, but will most likely exceed this number. The teacher candidate will record the hours on an hours log that will be turned into Canvas with all hours COMPLETED no later than **December 6th**. The cooperating teacher will initial weekly.

   a. Please refer to the Field Practicum Calendar for a schedule of due dates.
   b. The teacher candidate is expected to make contact with their cooperating teacher within a week of his or her placement assignment.
   c. The teacher candidate will spend a maximum of two weeks observing and learning classroom routines and procedures in the cooperating teacher’s classroom.
   d. The teacher candidate will follow the holiday schedule of the school, not the holiday schedule of the University unless otherwise arranged.
   e. The teacher candidate will ensure to have access to reading, writing, and math classes under the direction of the cooperating teacher.
   f. The teacher candidate will provide instruction for one reading group/class, one writing group/class, and one math group/class, each day.
   g. The teacher candidate will review student’s IEP and complete assignments during a time scheduled by the cooperating teacher.

2. The teacher candidate will schedule a minimum of ten observations during field placement:

   a. Each teacher candidate will be observed a minimum of **five** times by the university supervisor while actively engaged in explicit instruction activities.
   b. Each teacher candidate will also be observed a minimum of **five** times by the cooperating teacher while actively engaged in explicit instruction activities.
   c. **Teacher candidates will be responsible for scheduling all observations.** These scheduled observations must be made at least one week in advance of the observation. Suggested completion dates are listed on the field practicum calendar.
   d. Recommendations and feedback for improvement will be made following the observation. **Time must be allowed for the university supervisor to meet with the teacher candidate immediately following the observation.** Progress toward teacher candidate outcomes will be noted throughout the practicum.

3. Teacher candidates are expected to demonstrate a high level of professionalism at their practicum placement (please refer to the Department of Special Education Student Handbook).

4. Teacher candidates must attend all seminar sessions and any additional observations or presentations scheduled by the university faculty.
5. Teacher candidates will schedule a final evaluation meeting with the university supervisor and cooperating teacher. This appointment must be made before December and allow for a 45 minute meeting. The practicum student will be evaluated using the criteria on the PAES Rubric (please refer to scoring breakdown in the next section).

***The university supervisor and the cooperating teacher will use completed observations to determine if a mid-term evaluation is necessary.

NOTE: If teacher candidates fail to schedule or meet appointments when scheduled they will receive no credit for this course.

Field Assignments: Teacher Candidate Roles and Responsibilities

1. Lesson Planning and Instruction for Reading, Writing, and Math:
   a. The teacher candidate must take responsibility for planning (under the direction of the cooperating teacher) and providing instruction for one reading group/class, one writing group/class, and one math group/class.
   b. The teacher candidate will implement the methods learned in 5122/6122, 5140/6140, and 5141/6141.
   c. The teacher candidate will schedule five (two reading, one writing, one math, and one of teacher candidate’s choice) observations by the University Supervisor and five observations by the cooperating teacher to be completed during instruction (for a total of 10 observations). The math observations should be scheduled after the math methods course begins. Please see the practicum calendar for observation completion dates.
   d. The teacher candidate will submit a lesson plan for each content area (reading, writing, math) via Canvas to the university supervisor and cooperating teacher 24 hours before the scheduled observation. Failure to submit a lesson plan 24 hours or more in advance does not allow the supervisor to give timely feedback and may result in a rescheduled observation.

   i. The university supervisor will provide feedback on the first lesson plan prior to the observation. The subsequent lesson plans will receive feedback directly following the observation. The teacher candidate can arrange via email to have the university supervisor provide feedback prior to the observation and it is recommended to request feedback at least one week in advance.

      1. If the submitted lesson plan receives all “yes” markings on the instructional plan rubric, an alternative lesson plan can be submitted for the second observation in that content area.
      2. If the lesson plan receives any “no” markings on the instructional plan rubric, the teacher candidate has the opportunity to update the lesson plan according to the feedback given and submit a revised lesson for a second round of feedback.
         a. A lesson plan can be resubmitted ONE time. The resubmission must directly respond to feedback provided and address the criteria given on the rubric.
         b. It is highly recommended that a minimum of one lesson plan receive a 5/5.

   ii. See grading procedures for late policy

2. IEP Goal Comparison:
   a. The teacher candidate will select one student from an instructional group and complete an IEP goal comparison assignment in conjunction with a lesson plan.
i. Obtain permission and support from the cooperating teacher to view the students IEP file. Please adhere to compliance requirements and ensure student confidentiality.

ii. Ensure the student is in a group that will be observed by the university supervisor.

iii. Use a completed lesson plan to assist in completing the IEP goal comp.

3. Practicum Binder: A binder with the following materials must be available to view at all observations
   a. Student Teaching License: All teacher candidates must register for a student teaching license at https://secure.utah.gov/elr/welcome.html. A copy of the license must be given to the principal, and a copy must be kept in the practicum binder.
   
   b. Hours Log: Teacher candidates will keep track of their daily hours using the log supplied by the university supervisor. Logs must be initialed weekly by the cooperating teacher and will be checked by the University Supervisor at each observation. A minimum of 150 hours is required for a recommendation to student teaching.

   c. Behavior Management Plan: During each observation, the university supervisor will assess the use of effective behavior principles including; use of expectations, reward and reinforcement systems, and overall classroom management.
      i. The teacher candidate will obtain a disclosure statement from their cooperating teachers that discuss their current classroom management plan. The teacher candidates are asked to implement this plan with each of their own groups.
      
      ii. It is recommended for the teacher candidate to have a list of their own expectations paired with reinforcement strategies that they are comfortable implementing (approved by cooperating teacher). These expectations should be posted at all times during instruction.

   d. Instruction Logs: Teacher candidates will keep a log of their instruction for all of their instructional groups. The log must track daily instruction provided in each group, including the activity, assessment, and reflection.
      i. Completed lesson plans can also be kept here.

   e. Progress Monitoring Graphs: You will monitor the progress of your students using techniques learned in the methods courses. Assignments will be given in each of the methods classes.
      i. The university supervisor will provide a graph where progress monitoring data will be collected. The data must be entered into the graph each week. The graph will be submitted via canvas 24 hours before a scheduled observation and at the same time the lesson plan is submitted.

4. Weekly Goal Sheet: The weekly goal sheet must be completed with your cooperating teacher. This is meant to provide an opportunity to discuss and collaborate with your cooperating teacher each week. The goal sheet MUST be signed by both you and your cooperating teacher to receive credit. Each Weekly Goal Sheet is worth 5 points.
5. **Miscellaneous Assignments:**
a. As each cohort has different needs, the instructor tries their best to individualize instruction for the group as a whole based on what the group requires for their course of study. This may result in additional, short assignments to address these needs. These assignments will be worth 5 points each.

*NOTE: The lesson plan must be submitted electronically to the university supervisor 24 hours before the scheduled observation, and a lesson plan must be given to the cooperating teacher at the beginning of each observation. Failure to submit a lesson will result in cancellation of the observation.*

**Grading Procedures:**

*Field assignments:* Teacher candidates must complete all field assignments with a "yes" marking on all assignment rubrics. If an assignment rubric is marked "no" the teacher candidate will be given an opportunity to revise the assignment and resubmit to the university supervisor until a "yes" marking is achieved.

*Note For All Requirements/Assignments: All Assignments Are To Be Turned In At The Start Of Class Or At The Due Time Indicated On Canvas The Date They Are Due (Unless Otherwise Noted). Any Assignment Turned After This Deadline Will Be Considered Late. Late Assignments Will Result In A Loss Of 10% Per School Day Except For Extreme Emergencies. I Reserve The Right To Deem What Is An Emergency. Assignments more than one week late will not be accepted.*

**Field Observations:** Teacher candidates will be provided feedback on what is working and areas for improvement during each observation. A mild/moderate teacher candidate observation form will also be completed at each observation. **Teacher candidates must receive a total of 10 out of 12 points on the final observation to advance to the student teaching course.** The cooperating teacher and the university supervisor will determine if additional observations may be scheduled. The teacher candidate will have all university supervisor observations uploaded to Canvas so you are able to refer to them. You are required to email each observation to the university supervisor within 48 hours of the observation so the same can be done for these.

PAES observation forms will be submitted to the university platform by the supervisor for 2 observations. These will also be submitted via Canvas.

**PAES Observation Rubric:**
- Not Effective = 0, Beginning=1, Developing=2, Preservice Effective=3
- Inservice Effective = not available for scoring; for informational purposes only
- Iterative – with Not effective (0) being an absence of the skills. Beginning (1) being baseline, and then "and" statements for other categories

**Field placement evaluation:** Teacher candidates will be evaluated using the mild/moderate Utah Teacher Candidate Performance Assessment Evaluation System (PAES). At the conclusion of the field experience, a field placement exit evaluation will be conducted with the teacher candidate, the cooperating teacher, and the university supervisor. The cooperating teacher and the university supervisor will use completed field observations to determine the teacher candidate's level of performance.

**Minimum Scoring Breakdown for Summative PAES Observations:**
Teacher candidates must achieve a rating of 2 or above, on each item on the PAES Fall Summative Evaluation, and a "yes" marking on both questions for Standard 10, to be recommended to continue to the student teaching course. If a teacher candidate achieves a rating of 0 or 1 on any items on the PAES summative evaluation OR a "no" marking on Standard 10 of the PAES form, the cooperating teacher, university supervisor, and any additional faculty deemed necessary, will create a contract for performance improvement.

If a contract for performance improvement is deemed necessary, the teacher candidate will then need to comply to the contract requirements, as well as achieve a rating of 2 or above on the mild/moderate Comprehensive Evaluation of Teaching Competencies, on the items that were previously rated at a 1, and a “yes” marking on Utah Effective Teaching Standards on the items that were previously marked "no."

**NOTE: Teacher candidates must receive a recommendation to proceed to the student teaching course (SPED 5200/6200). Teacher candidates who do not receive a recommendation will be required to meet with relevant departmental and school district personnel, at which time the decision to advance to the next practicum will be made on an individual basis.**

**Final Grade:** The final grade for the course work in this field study is recorded as Credit or No Credit.

To receive credit (CR), teacher candidates must complete the field assignments, observations and final evaluation with satisfactory markings, as stated above. A teacher candidate will receive no credit (NC) for the following reasons: (A) earning less than satisfactory ratings for the field work; an average of 80% on all assignments is required for satisfactory ratings; (B) personal conduct that does not meet established professional standards, as determined by the university supervisor and the cooperating teacher; (C) failure to meet the 150 hour requirement for the practicum, resulting in insufficient opportunity for the student teacher to meet the student teaching competencies and/or; (D) receiving unsatisfactory recommendations on the end of semester Comprehensive Evaluation form.

**NOTE: An incomplete grade will be given only in extreme situations and in accordance with University of Utah policies.**

**Additional Course Expectations**

**Classroom Etiquette:** Teacher candidates’ attendance and participation are essential for a successful practicum. If you miss a seminar it is your responsibility to contact the instructor beforehand, and to obtain all notes, handouts, and assignments missed. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations...
when the instructor, guest speakers, or other teacher candidates are talking.

This course is designed to have high levels of participation for discussion and problem solving. It is expected that each teacher candidate will participate in every class session by either responding to questions or initiating comments or questions about the class presentation or discussion.

**Canvas:** All materials for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via e-mail through Canvas. **Teacher candidates enrolled in this course must have access to an e-mail account (supplied free by the university), and access e-mail on a consistent basis.** The instructor is not responsible for teacher candidates missing information due to “not checking e-mail.”

**Instructor Communication:** You are expected to e-mail or phone the instructor **well in advance** of deadlines to insure you get your questions answered. Emails or phone calls after 5 PM will typically not be responded to until the next day. Emails or phone call on Friday after 4:00 PM will typically not get a response until Monday. **On occasion, the instructor may respond to emails in the evening or on weekends but this should not be expected.** Please plan ahead for this and do not wait until the last minute for assignment or course related needs. The instructor will often respond to e-mails within 48 hours.

**Appropriate Language:** Teacher candidates are expected to use person first language during class discussion and in written work. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts people first, for example, “the student with a severe disability.” “The program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

**Confidentiality:** In this class it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people in class to identify the student (e.g. name, school, age, parents name, etc.).

**Accommodations for Teacher Candidates with Disabilities:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD), [http://disability.utah.edu](http://disability.utah.edu). CDS will work with you and the instructor to make arrangements for accommodations.

**University of Utah Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at **801-585-COPS (801-585-2677).** You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).