SPED 5240/6240
Field Experience: Students with Severe Disabilities
Fall Semester 2019

Instructor: Shamby Polychronis, PhD
Email: shamby.polychronis@utah.edu
Cell Number: (801) 652-8577
Office Hours: schedule an appointment at shambypolychronis.youcanbook.me
Office Location: SAEC 2276

Required Materials
1. Video recording device for confidential observation feedback on teaching (can be a cell phone or laptop)
2. Praxis text registration
3. Student teaching license
4. Additional course materials will be available on Canvas

Course Description
Field experience in public schools concerning assessment, program design, instructional delivery, and data management for students with severe disabilities.

Course Outcomes
This field experience continues to expand opportunities to apply newly assimilated skills from courses in the areas of assessment, instruction, and behavior management. Teacher candidates also begin to explore managing a classroom environment, including individual and group behavior, as well as the instructional coordination of service delivery in a classroom. Assignments from this semester's courses are embedded within the field experience.

Teaching and Learning Methods
This course is a combination of on-campus seminars and field visits by me, your university supervisor.
University Policies

1. **The Americans with Disabilities Act.** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. **University 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.

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

4. **Undocumented Student Support Statement.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

5. **Drop/Withdrawal.** Please visit the Office of the Registrar’s website to access up-to-date information about the University’s withdrawal policy and applicable dates. [https://registrar.utah.edu/handbook/withdrawal.php](https://registrar.utah.edu/handbook/withdrawal.php)
6. **Personal Pronouns.** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

7. **Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at wellness.utah.edu or 801-581-7776.

8. **Policy on Student Plagiarism.** Misrepresenting someone else’s work as your own is a violation of University policy. As per the University of Utah Student Code, plagiarism means “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student’s file. For more information on ways to avoid plagiarizing, see the Department of Special Education Student Handbook.

9. **Policy on Incomplete Assignments and Deadlines.** According to the University of Utah’s official “Incomplete” Policy, the mark "I" (incomplete) shall be given and reported for work incomplete because of circumstances beyond the student’s control. The grade of "I" should be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" should not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, they must be registered (either as a regular student or for audit) in the semester in which they attend.

Furthermore, per the program handbook, teacher candidates are required to complete and submit all assignments on time as this reflects the demands of the profession. Late submissions are ONLY accepted in circumstances well beyond the control of the teacher candidate, and have been discussed/negotiated with the instructor.
College of Education Policy Regarding Professional Practice

The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying the curriculum, field-based, and testing requirements alone does not ensure recommendation to the state of Utah for a teaching license. Prospective licensure candidates must also demonstrate professional dispositions for teaching in accordance with program, university, state, and national requirements for professional licensure.

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. (i.e., UETS, CAEP, USBE). Education professionals must possess the maturity required for the full utilization of their intellectual abilities, for the exercise of good judgment, and for the development of effective relationships with students, parents and colleagues. Education professionals must be good communicators and role models and possess qualities of compassion, integrity, concern for others, commitment, motivation and teamwork. Education professionals must develop mature, sensitive and professional and effective relationships with students of all genders, ages, races, lifestyles, sexual orientations, abilities, language, and cultural backgrounds, as well as with their families, with other teachers and administrators, and with all members of the learning and working community. Education professionals must be self-reflective and have the ability to assimilate appropriate suggestions and criticism and, if necessary, respond by modifying their behavior. Education professionals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the teaching environment. Actions that violate the standards for education professionals include but are not limited to:

- Verbally destructive or inappropriate, physically aggressive and/or unprofessional behavior toward course instructor(s) or teachers, classmates;
- Inappropriate, destructive, aggressive, or unprofessional behavior towards instructor(s), classmates, or professionals in the field in writing (e.g., electronic communications by cell phone/text, email, blogging, Facebook, and/or other social network communications).

As a professional preparation program, we reserve the right to recommend, or fail to recommend, teacher candidates for licensure based upon a series of stated criteria, including the dispositions for teaching set forth in this policy. This policy applies to all students completing prelicensure coursework in the College of Education at the University of Utah.

In the event that a course instructor or clinical placement advisor develops concerns about a licensure candidate’s disposition for teaching, those concerns will be presented in writing to the candidate. The candidate may provide a written response to the concerns. The instructor memo as well as the candidate’s response (if there is one) is then sent to the
Faculty Advisory Committee on Teacher Education (FACTE). The committee will consider the instructor’s concerns, the response from the candidate, and write a consensus opinion of the concerns.

**Course Policies**

1. **Canvas Use:** All assignments must be submitted electronically in Canvas. Teacher candidates are also expected to check their e-mail and course announcements daily. *It is your responsibility to double-check your submissions to ensure that they load accurately, are the correct assignment, represent the most current version of your work, etc.*

2. **Language about Disability:** In alignment with APA writing standards, students are expected to use person-first language in class discussion and in written work. However, it is equally important to respect self-advocates use of identity-first language. Furthermore, students are expected to avoid, and challenge, ableist language (e.g. “crazy”, “stupid”, “dumb”, “lame”, etc.).

3. **Field Requirement:** Teacher candidates must complete a minimum of 15 *clock hours per week* in the field hours this semester. During the first two weeks of the semester, I will arrange field placements with local school districts. For teacher candidates who are already employed in schools, the placement could possibly be approved for use towards the required hours pending (a) approval by university supervisor and program coordinator, and (b) the ability to complete assignments for all of the specialization courses. Additional time outside of your place of employment may be necessary to ensure all teacher candidates have experience at different school levels (elementary, middle, high, post-high), and experience different service delivery models. *Please keep in mind that these pre-arranged places of employment might not be appropriate next semester for student teaching as the USBE and each district has their own policies about student teaching.* Please see your program handbook for additional information about field placements.

4. **Professionalism:**
   a. **Practice:** Please take note of the previously-mentioned College of Education’s policy on professional practice and reread the *Handbook for Teacher Candidates in the Area of Severe Intellectual/Multiple Disabilities.*
   b. **Attendance and Punctuality:** Teacher candidates are expected to establish a schedule with their cooperating teacher and adhere to it. Repeat absences and tardiness could trigger disciplinary actions, so communicate any changes to your planned schedule with both the cooperating teacher and myself.
   c. **Dress:** You are expected to read the handbook of your placement school and/or district and follow their specific dress code. If it is not explicitly stated, take note of how the teachers in the building are dressing (particularly those in your room) and follow suit.
   d. **Communication:** Teacher candidates are encouraged to work directly with their cooperating teacher as a first attempt to solve a classroom or student
issue in order to avoid potential conflicts. If that does not address the issue, please contact me as soon as possible so we can determine the appropriate next step. Similarly, candidates are asked to come directly to me regarding questions or concerns with your placement or supervision experience before going to others (e.g. peers, course instructors, program coordinator, chair, etc.). Similarly, please encourage those, in the schools and at the university, who come to you with concerns to speak instead to their immediate supervisor. The sooner we can appropriately address an issue, the better your experience will be!

e. Use of Electronic Devices: This course requires students to capture examples of their teaching on video. Additionally, teacher candidates may use electronic devices to collect data, capture student work, set timers, etc. If devices are not used to work with students, teacher candidates are expected to put them away while in the classroom.

Assignments

1. Personal Goals. Teacher candidates will identify 3-5 personal goals to accomplish in the field this semester. These are personal goals, so they should extend beyond course requirements (e.g. identify time to debrief at least 2 times per week with cooperating teacher). Similar to writing an IEP goal, include the condition, response, and criteria of your goal. Consider where this will happen, what supports or resources your will need, and how you will know if you are achieving your goal.

2. Field Experience. I will be visiting your classrooms approximately once per week to observe your performance during individual, small group, or large group instructional sessions. Please see Canvas for a copy of the rubrics that will be used. You will receive the following feedback:

   a. Five formative evaluations using the Scales for Effective Teaching form (SET). These evaluations are intended for providing feedback and goal setting in order to improving your skills.

   b. Two formative evaluations using Utah Effective Teaching Standards (UETS) from your college supervisor (me).

   c. Two formative evaluations using Utah Effective Teaching Standards (UETS) from your cooperating teacher.

   d. One midterm consultation with you, your supervising teacher, and myself to discuss the first formative evaluation (b & c above).

   e. One summative evaluation using Utah Effective Teaching Standards (UETS). A minimum score of 37 must be obtained in order to receive a passing grade for the course. There is a minimum score per section that must be met. Please be aware of the following:

      i. Scores of “0” and “1” on the UETS summative evaluation will require the development of a written action plan and will be placed in your student file in the department.

      ii. A score of “2” must be received on 80% of items within each of the four sections.
3. **Recorded Teaching Sessions.** Teacher candidates will submit three video recorded sessions through GoReact. Student candidates are expected to record typical classroom instruction that includes elements from portfolio competencies which include instructional programs and behavior plans (refer to next assignment). In order to ensure feedback is both useful and timely, the following components are required:
   a. **Video.** Video must be uploaded on the day of recording
   b. **Plan.** A coordinating lesson plan or instructional plan must also be uploaded with each video (same day as recording)
   c. **Reflection.** You are required to watch your video, and include comments directly in GoReact about what went well and what you would like to do differently within 24 hours of uploading.
   d. **Response to Feedback.** I will provide my own feedback on the video within 2 days after receiving your initial video comments. I will notify you once my comments are complete, and you will then have another 24 hours to respond to my feedback within GoReact.

4. **Portfolio Competencies.** Teacher candidates are expected to have both written and observational performance indicators. *For example, if your written behavior support plan uses differential reinforcement of appropriate behaviors, I will want to see the reinforcement provided, when appropriate, during observations and/or video recordings.* Teacher candidates will upload the following competencies to their portfolio and include a link in Canvas for me to review progress and provide feedback.
   a. IEP Development *(met in 5221/6221)*
   b. Instructional Programs *(met in 5221/6221)*
   c. Functional Behavior Assessment *(met in 5250/6250)*
   d. Behavior Support Plan *(met in 5250/6250)*

5. **Required Information.**
   a. Questions about syllabus/acknowledgement of course requirements
   b. School calendar (of placement site)
   c. Confirmation of having read the school/district handbook
   d. Praxis registration receipt for 5001 & 5354 *(must be taken before Dec 1).*
   e. Apply for student teaching license *(before Dec 1).*

### Grading Policy

Per the field handbook:

*Teacher candidates will receive a pass or fail grade for all field experience and studies. The grade assigned to candidates is based on the following criteria:*

1. Quality of completed field studies tasks and assignments
2. Bi-monthly evaluations of student performance by the cooperating classroom teacher
3. Weekly evaluation of student performance by the university supervisor
4. Attendance
5. Professionalism
6. Final evaluation of the University supervisor
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Observation</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Aug 19-23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
| **Thurs Aug 22** | **Seminar #1: Introductions** | 1. Syllabus Questions  
2. School Calendar  
3. Handbook *(dress code)*  
4. Personal Goals |
|           | 6:35-7:35pm, BUC 106               |                                                        |
| **Week 2:**| Aug 26-30                           | **SET Formative Assessment #1**                        |
|            | **Informal Consult**                |                                                        |
| **Week 3:**| Sept 2-6                            |                                                        |
|            | Informal Consult                    |                                                        |
| **Thurs Sept 5** | **Seminar #2**          | **TBD**                                                |
| **Week 4:**| Sept 9-13                           | **SET Formative Assessment #2**                        |
|            | **Informal Consult**                |                                                        |
| **Week 5:**| Sept 16-20                          |                                                        |
|            | Informal Consult                    | **GoReact Video #1**                                  |
| **Week 6:**| Sept 23-27                          | **SET Formative Assessment #3**                        |
|            | **Informal Consult**                |                                                        |
| **Week 7:**| Sept 30-Oct 4                       |                                                        |
|            | Informal Consult                    |                                                        |
| **Thurs Oct 3** | **Seminar #3**          | **TBD**                                                |
| **Week 8:**| Oct 7-11                            | **SET Formative Assessment #4**                        |
|            | **GoReact Video #2**                |                                                        |
| **Week 9:**| Oct 14-18                           | **UETS Formative Assessment #1**                       |
|            | Registration for Praxis tests: 5001 & 5354 |                                                        |
|            | from Cooperating Teacher and University Instructor |                                                        |
| **Week 10:**| Oct 21-25                           | **Informal Consult**                                  |
|            | **GoReact Video #3**                |                                                        |
**Week 11:**  
*Midterm Consult*  
Oct 28-Nov 1  
*Teacher candidate, Cooperating Teacher, and University Instructor*

**Week 12:**  
Informal Consult  
Nov 4-8

**Thurs Nov 7**  
Seminar #4  
*TBD*

**Week 13:**  
Nov 11-15  
*UETS Formative Assessment #2*  
*from Cooperating Teacher and University Instructor*

**Week 14:**  
Nov 18-22  
*SET Formative Assessment #5*

**Week 15:**  
Informal Consult  
Nov 25-29  
*Portfolio Competencies*  
*Praxis Tests taken*  
*Student Teaching License*

**Week 16:**  
Dec 2-6  
*UETS Summative Assessment*  
*from Cooperating Teacher and University Instructor*

**Finals Week:**  
Informal Consult  
Dec 9-13

**Thurs Dec 12**  
Seminar #5  
*TBD*

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*