

**EDSP 490S/590S Student Teaching Seminar Mild/ Moderate (1 credit)**

<b>Instructor:</b> Maya Kalyanpur <b>Co-Instructor:</b> Erik Brault	<b>Fall 2016</b>
<b>Phone:</b> (619) 260-7655 <b>Room:</b> 257 MRH	Thursday 4:30 – 7:20 PM
<b>E-mail:</b> <a href="mailto:mkalyanpur@san Diego.edu">mkalyanpur@san Diego.edu</a>	MRH 139
<b>Student hours:</b> 1:30 – 3:30 pm W & Th and by appt. I look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.	

**Course Description**

This seminar runs concurrent with the field experience of full-time student teaching to give student teachers an opportunity to share and discuss their experiences of student teaching and make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and to plan for the next steps beyond their program of studies.

**Course Purpose**

**=ACE=** *The SOE Unit:* The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts (sometimes referred to as Embedded Signature Assignments, particularly in general education courses) are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life-long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

*The Special Education Program:* The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC). *Initial Preliminary Education Specialist Credential Mild to Moderate Authorization:*

**CEC Initial Content Standards Meeting:**

2. Development and Characteristics of Learning
3. Individual Learning Differences
5. Learning Environments and Social Interactions

**CTC Education Specialist Preliminary Credential Common Standards Meeting:**

1. Professional, Legal & Ethical Practices
2. Educating Diverse Learners
7. Transition & Transitional Planning
14. Creating Healthy Learning Environments

**CTC Mild/Moderate Authorization Standards Meeting:**

1. Characteristics of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

***Outcome I: Academic Excellence & Critical Inquiry and Reflection***

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Demonstrate ability to assess behavior and characteristics of exceptional individuals in terms of program and developmental needs.
- Demonstrate ability to plan and implement educational programs based on individual behavior and instructional objectives.
- Demonstrate ability to observe, assess and teach to promote individualized and appropriate instruction.
- Meet each of the required competencies for the Mild/Moderate Education Specialist Level I Credential with at least a rating of 4 out of 5 and an overall grade of B.

### ***Outcome II: Community & Service***

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Demonstrate ability to manage, communicate and supervise effectively the educational process.
- Demonstrate ability to counsel exceptional individuals and their families
- Verify that the field experience included work with and across age/grade ranges authorized by the credential, and that these experiences included working with planning meetings, student study teams, workshops and direct parent contacts.

### ***Outcome III: Ethics, Values and Diversity***

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Demonstrate ability to promote appropriate interaction among individual with special needs, peers and adults.
- Demonstrate continuous pursuit of program of self-assessment and professional improvement.
- Verify that the field experience included observations and practice in a variety of education settings with students who are culturally diverse, at risk, and have varying disabilities.

### ***Outcome IV: Dispositions***

Demonstration of professional disposition throughout student teaching is a key variable in receiving a passing grade.

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## **Course Policies**

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### **Grade of Incomplete**

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A grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

## **Requests for Accommodation**

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Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner. Students needing such requirements must identify themselves to the USD Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD's website at <http://www.sandiego.edu/disability>.

## **Academic Integrity**

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All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

## **Communication**

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All candidates must use the free USD Internet account 'yourUSDname'@sandiego.edu for communication with USD faculty. You can forward e-mail to another email address; however, you are responsible for checking your USD Account and for all information being sent to it. This username and password also provides access to the USD portal <http://my.sandiego.edu> Mysandiego is the official information exchange for the university. All students are responsible for monitoring this site and its content, as it is the official source of all USD announcements, procedures and policies, the USD Academic Calendar, course registration and your unofficial transcript in 'DARS'.

## **Course Assignments**

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### **Attendance and participation (50% of grade)**

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The seminar will be structured to make efficient use of everybody's time. Instead of meeting for an hour each week, we will meet for three-hour sessions six times during the semester. You are expected to attend and stay through all the sessions of the seminar; not doing so will affect your grade. Sessions will be interactive with guest speakers and a focus on topics relevant to your student teaching experiences, so your participation and engagement is very important. This includes completion of any reading and assignments given to individual students or to the seminar group as a whole.

Class assignment: As you start your student teaching, find out about community resources that your school taps into. This could range from anything like after-school tutoring available at the local public library or parent training programs (computer training, literacy) provided once a week at the school. Your cooperating teacher, the resource room teacher, the principal, the school counselor, among others, will know about the variety of services that the school you are placed in offers to its students and their families. Compile these resources, putting together website and other contact information, on not more than five PowerPoint slides and come prepared to share this with your peers on a specified date. Provide a verbal critique of whether the school is adequately tapping into available community resources.

*Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.*

**Course Outline\***

*\*Syllabus is subject to change. You will be notified of revisions or changes during class and/or via e-mail. Assignments are due the week of entry.*

9/1	<b>Introduction:</b> Course overview and guidelines; Discussion of student teaching placements; Setting up the classroom; scheduling challenges; using school resources and balancing responsibilities
9/15	<b>Open mic:</b> Bring your own topic. Reviewing UDL and Common Core; co-teaching
10/6	<b>Collaborating with general education professionals:</b> Co-teaching models; principles and applications of UDL into the Common Core curriculum (We will be joined by single subject and multiple subject credential students)
10/27	<b>Tapping into community resources and working with families:</b> Presentations on community resources; parent guest speaker will talk about building relationships, tapping into community members' strengths.
11/17	<b>Working with para-educators and other special education specialists:</b> speech therapist guest speaker and instructional aide guest speaker will talk about scheduling, giving feedback, and delegating responsibilities. (We will be joined by single subject and multiple subject credential students)
12/8	<b>Interviewing for jobs and writing resumes:</b> principals from local primary and high schools will talk about highlighting skills that employers look for and preparing for interviews (We will be joined by single subject and multiple subject credential students)