FALL 2015

TEP Conceptual Framework:
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU's Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession.

Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning.

EDUC 400 – LAW/edTPA Portion

Course Instructor:

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sections</td>
<td>Ms. April Haar</td>
<td>618-453-6350</td>
<td><a href="mailto:ahaar@siu.edu">ahaar@siu.edu</a></td>
<td>Wham 112</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

Class Meetings: LAW/edTPA – Five sessions throughout the semester: One on-line lecture—August; one Friday each month of the semester –September-December. Teacher Candidates will attend this course in conjunction with EDUC 303 section one students.

SPED 400s: On-line lecture—August; the Panopto link will be emailed to all students Fridays: September 4, October 2, November 6, and December 4; 9:00-11:50, Morris Library Rooms 752 & 754

LiveText course software
Subject-Specific edTPA Assessment Handbook- Livetext Visitor Pass 747F8E70

August, 2015-Revised
Course Objectives:
The purposes of the workshops are to prepare you with advanced skills necessary for a classroom teacher. The categories covered during the five sessions will be exercised in the completion of assignments in the program methods courses as you fulfill your EDUC 400 Clinical Practice.

As a reflective educational leader, the teacher candidate will:

LAW/edTPA:
1. evaluate best practices and research-based materials against benchmarks within the disciplines; (9A)
2. know laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school; (9B)
3. understand emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques); (9C)
4. understand the importance of modeling appropriate dispositions in the classroom; (9H)
5. model professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (9I)
6. maintain accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; (9J)
7. reflect on professional practice and resulting outcomes; engage in self-assessment; and adjust practices to improve student performance, school goals, and professional growth; (9K)
8. demonstrate an awareness of and compliance with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]; (9R)
9. model digital etiquette and responsible social actions in the use of digital technology; (9S)

LAW/edTPA Attendance:
- Attendance is required at each scheduled session.
- Promptness is expected.
- Should you have an emergency or must be absent, you must discuss this with your instructor.
- Excused absences will be determined by the instructor.

Assignments:
- Final project; rubric will be attached to the assignment in LiveText
  - Students will complete a Power Point project to demonstrate their understanding of the major ideas learned in this workshop: Mandated Reporter, crisis management plans and safety drills, at least two additional legal components of their choice, academic language, and assessment. Students should utilize skills learned in Tech I and Tech II to design a professional project. A detailed assignment and assessment rubric will be posted on LiveText.
  - This assignment will be posted to the Gateway Portfolio on the EDUC Core Competencies page.
- Required in-class and out-of class exercises culminate in the final project
- Skills learned in Tech I & Tech II will be utilized in the Clinical portion of EDUC 400, and methods courses.
• Attentiveness, participation and attendance/promptness will be held to the TEP Disposition expectations.

LAW/edTPA Class Expectations:

• Silence cell phones.
• Phones/tablets/computers should be used only for the purpose of instruction.

CALENDAR:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>FALL 2015</th>
<th>TOPICS and READING ASSIGNMENTS</th>
</tr>
</thead>
</table>
| # 1  | August 24-28 | **Introduction to the Course**  
edTPA Assessment Handbook- Navigating the Handbook  
Teachers and the Legal System  
Chapter 1 - A Teacher’s Perspective on the Legal System  
Chapter 9 – A Teacher’s Personal Life  
Appendix B- Major Federal Laws Affecting Schools |
|      |            | **AUGUST 28 3:30: CLINICAL ORIENTATION** |
| # 2  | September 4 | **edTPA Assessment Handbook- Task 1**  
Legal Responsibilities and Liabilities  
Chapter 3 – Responsibilities and Liabilities: Negligence, Libel and Slander, Child Abuse and Neglect  
Chapter 7 – Religion and Public Education  
Crisis Management Plans/School Safety Drills |
| # 3  | October 2   | **edTPA Assessment Handbook- Task 2**  
Rights of All  
Chapter 6 – Due Process Rights of Teachers and Students  
Chapter 8 – Discrimination and Equal Protection: Race, Gender, Age, Language, and Special Education  
Chapter 10 – Parents’ Rights in Educating Their Children and Controlling Their School Records |
| # 4  | November 6  | **edTPA Assessment Handbook- Task 3**  
Freedom of Expression  
Chapter 4 – Teacher Freedom of Expression: Academic Freedom, Appearance, and Copyright  
Chapter 5 – Student Freedom of Expression: Speech, Press, Association, and Appearance |
| # 5  | December 4  | **edTPA Assessment Handbook- Putting it all together**  
EDUC 303/400 Competency Projects DUE  
Gateway Portfolios |
EDUC 400 - Clinical Portion

Course Description: This clinical field experience is limited to Special Education majors. Concurrent enrollment in SPED 417 and SPED 419 is required.

Course Objectives related to IPTS and CEC Standards:
As a reflective educational leader, the teacher candidate will:

1. demonstrate knowledge regarding an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality; (CEC2)
2. create safe, inclusive, culturally responsive learning environments so that students with disabilities become active and effective learners and develop emotional well-being and positive social interactions; (CEC2)
3. create and facilitate learning experiences that make connections to other content areas and to life experiences; (2N & 3L)
4. select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of students with disabilities; (CEC5)
5. when planning instruction, work with others to address goals and objectives contained in individualized education plans (IEP) or individual family service plans (IFSP) (3O & 3P)
6. analyze the classroom environment to create a safe and healthy environment that enhances cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; (4I & 4L)
7. create clear expectations and procedures and use strategies to create a smoothly functioning learning community; (4J, 4K, 4O, 4P & 4Q)
8. organize, allocate, and manage time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities to encourage critical and creative thinking; (4M & 5L)
9. use student data to select multiple strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (5I, 5M & 5P)
10. vary his or her role in the instructional process as instructor, facilitator, coach, or audience to engage students in activities that help them develop the motivation to learn; (4N & 5K)
11. model and facilitate effective use of current and emerging digital tools to support learning; (5O)
12. follow laws and rules as a foundation for the fair and just treatment of all students and demonstrate an understanding of emergency response procedures as required by the School Safety Drill Act [105 ILCS 128/1]; (9B, 9C)
13. model professional behavior that reflects honesty, integrity, personal responsibility, altruism, and respect including accurate data management that protects student and family confidentiality; (9I, 9J)
14. reflect on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; (9K)
15. demonstrate an awareness of and compliance with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]. (9R)

Clinical Practice Experience:
EDUC 400 teacher candidates receive both clinical practice and pre-student teaching (6 cr. hrs.) credit for this experience; at some point (generally around the 6th-8th week) during your clinical practice you are expected to assume the same responsibilities that a student teacher would in the classroom for at least 2-4 weeks) for the times you are in the field. You are also expected to spend additional time outside the classroom in preparation for these teaching responsibilities.

Clinical Supervisors:
You will be supervised by the Clinical Supervisor of your Clinical Site. You will meet with your Clinical Supervisor for your Clinical Site Orientation. This is a mandatory orientation and you will not be permitted to report to the Clinical Site until you have been approved by your Clinical Supervisor. Contact information for your Clinical Supervisor will be provided at the orientation.

August, 2015-Revised
Attendance:
- **EDUC 400** students will be in the Clinical Site **beginning the second week of the semester and ending the Friday before finals week**.
- Candidates follow the University Calendar and must be aware of their Clinical Site calendar for attendance purposes.
- On a day you are going to be absent, IF you must be absent, you are required to contact your Clinical Supervisor and Cooperating Teacher PRIOR to the absence. **In the event of illness, you must contact your Clinical Supervisor FIRST - by phone – NOT email or text!** You are responsible for delivering to the CT and/or school, books, plans, or materials you were responsible for the day. BOTH must be notified.

Schedule and Grid:
Your CT will provide you with a daily classroom schedule during the first week in the field.
- **Your CT's Class Schedule** – with the beginning and ending time each subject is taught (please include “non-teaching” times such as lunch, recess, prep, P.E., music, etc.)
- **Clinical Site Orientation Guide** – You must complete the items found on this form, date and have your CT initial. This should be completed by the end of the first week. Do not turn this in…keep for proof.
(A copy of your daily schedule should be provided to your Clinical Supervisor before the second Friday of your experience. You may have revisions to one or both – please provide a revised & dated copy as such changes occur. You may place these in your Clinical Supervisor’s mailbox/mail folder in the office of your assigned building or send via email.)

Lesson Plans
- Formal lesson plans will follow the EDUC 400/401 lesson plan format – please make sure you are following this format.
- Ask your CT to establish a definite time when these are due. Make sure that you always turn them in to your CT at that time!
- Upon the arrival of your Clinical Supervisor for a scheduled observation, please provide them a copy of your formal lesson plan along with any handouts/activities/texts/scores used in the lesson.

Observations:
- Your Clinical Supervisor will be stopping by periodically to see how things are going.
- You are to teach once before the mid-term evaluation and once before the final evaluation. Therefore, it is critical that you inform your Clinical Supervisor of any potential teaching dates and times as soon as possible!
- Your Cooperating Teacher will observe and provide feedback on your teaching once per week.
- **YOU** are responsible for informing your Clinical Supervisor of potential teaching dates and times during the first few weeks of your clinical practice before their observation calendar fills. Your Clinical Supervisor needs a 2-week notice to schedule observations.
- You may be asked to complete assignments required by companion courses in the clinical placement.

Evaluations:
- Toward the middle of the 16 week experience, your Cooperating Teacher will complete the mid-term evaluation online (CS will provide them the info) and your CT and CS will have a conference with you to review your performance.
- Your CT and CS will conference concerning your final grade and evaluation. You will be provided a copy of the final evaluation prior to your final departure from your experience. While your CT and CS work together to decide your final grade, the Clinical Supervisor is ultimately responsible for your grade.

Reflection of the Clinical Practice:
Throughout the semester, consider the following questions:
- What did you encounter to be the most difficult part of your clinical practice or day in the classroom? What might or did you do to remedy those difficulties? What else might be helpful?
- What issues have been raised by your student teaching experience? Which ones remain unresolved? What sorts of experiences do you think will enable you to work out some of these issues?

August, 2015-Revised
What teaching skills do you need to work on? How might you work on them?
What kinds of teaching situations do you now need to try?
What should you be doing in the meantime? (e.g., types of books to read, people to talk with, observations to make, associations or organization to belong to)?

Jot down notes (or type up a formal response, if you prefer) so that you are prepared to discuss these questions with your CT during your final evaluation conference time, if time permits.

NOTE: If you need course adaptations or accommodations because of a disability, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, you should talk with your Cooperating Teacher and your Clinical Supervisor in the beginning of the semester so that special arrangements may be made for your as soon as possible. Please note that it is fundamental that an SIU student be able to meet the requirements of this course within the allotted time frame.

EDUC 400 QUICK REFERENCE:

<table>
<thead>
<tr>
<th>CLINICAL PRACTICE</th>
<th>START DATE</th>
<th>END DATE</th>
<th>TIME REQUIREMENTS</th>
<th>CS CONTACTS</th>
<th>REQ’ed # OF OBSERVED LESSONS</th>
<th>LESSONS EVAL’D BY CT</th>
<th>LESSONS EVAL’D BY CS</th>
<th>CLASS ASSIGNMENTS TO BE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400 SPED Clinical</td>
<td>Aug. 31</td>
<td>Dec 11</td>
<td>half-day M-F</td>
<td>3</td>
<td>2</td>
<td>1 per week</td>
<td>2</td>
<td>400 per SPED 417/419</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL PRACTICE</th>
<th>CREDIT HOURS</th>
<th>TIME SHEET</th>
<th>DISPOSITION EVAL</th>
<th>Midterm</th>
<th>FINAL</th>
<th>GRADE GIVEN ON FORM</th>
<th>CANDIDATE MUST SIGN MIDTERM</th>
<th>CANDIDATE MUST SIGN FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400 SPED Clinical</td>
<td>6 cr (400)</td>
<td>NO</td>
<td>YES - if needed</td>
<td>Week 7/8</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

Syllabus Attachment:

The Syllabus Attachment link for Fall 2015 can be accessed at: http://pvcaa.siu.edu/
Clinical Site Orientation Assignments

Student________________________________________ Semester_________Year _____

Complete the tasks on this form and retain for proof of completion.

<table>
<thead>
<tr>
<th>TASK</th>
<th>COMPLETED</th>
</tr>
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<tbody>
<tr>
<td>CT Initial/Date</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th></th>
</tr>
</thead>
</table>

1. **Arrival 1st Day**
   - Intro Office Staff
   - Ck-in in Office
   - Sign-in Procedures
   - Ck on Parking Pref.
   - Provide CT contact info
   - Secure CT contact info, contact preferences

2. **Secure Daily Schedule**
   - Establish Arrival/Dept times

3. **Classroom Rules, Routines and Expectations**
   - Secure, Know and Use

4. **Class List/Seating**
   - Know the students

5. **Tour School**
   - Intro to faculty & staff

6. **Secure/Review School Handbook**
   - Policy based on Law

7. **Secure Disaster Plans**
   - Know the Drills

8. **District Calendar**
   - District, School, Classroom

9. **PBIS/Multi-tiered Systems of Support Implementation**
   - Tiers, Data Systems

10. **Student Special Needs**
    - Who, What and What to do (review IEPs, medical needs)

11. **Observation of Cooperating Teacher**
    - A. Teaching Lessons
    - B. Praise and Reinforcement Strategies
    - C. Corrective Feedback Strategies
    - D. Student Engagement During Different Classes/Activities

12. **Secure IL Standards (Common Core/Illinois Learning Standards/Social and Emotional Standards)**
    - Secure Standards and Curriculum Guides

Tasks should be completed by the end of the second week.

August, 2015-Revised
EDUC400: Rubric for the Evaluation of Clinical Practice

Teacher Candidate_________________________   Cooperating Teacher__________________________
Clinical Site_________________________   Midterm___ Final___   Date_________

Instructions: Mark the level of performance demonstrated by participant during his/her field experience. Add comments below to clarify participant’s specific strengths and weaknesses as a prospective teacher.

Standard 1: Foundations (CEC), Standard 2: Content Area and Pedagogical Knowledge (IPTS)

☐ Proficient - Consistently articulates the model . . .
☐ Developing - Articulates the model . . .
☐ Unacceptable - Cannot articulate the model . . .

. . . and/or theoretical orientation of the special education program of the placement and identifies potential implications for assessment, instructional planning, implementation or program evaluation. Articulates the relationship of the program to school, school system or supporting agencies.

Standard 2: Development & Characteristics of Learners (CEC), Standard 1: Teaching Diverse Students (IPTS)

☐ Proficient - Consistently demonstrates knowledge . . .
☐ Developing - Demonstrates knowledge . . .
☐ Unacceptable – Does not demonstrate knowledge . . .

. . . of the characteristics of students with disabling conditions and the impact of the disability on their ability to learn, interact socially, and live as contributing members of society as observed through instructional planning and teaching activities and interactions with family members and professionals.

Standard 3: Individual Learning Differences (CEC), Standard 1: Teaching Diverse Students (IPTS)

☐ Proficient - Consistently provides . . .
☐ Developing - Provides . . .
☐ Unacceptable – Does not provide . . .

. . . appropriate levels of support to meet the needs of each student based on understanding of their academic and social abilities, attitudes, interests, cultural perspectives, and career options.

Standard 4: Instructional Strategies (CEC), Standard 5: Instructional Delivery (IPTS)

☐ Proficient - Consistently uses . . .
☐ Developing - Uses . . .
☐ Unacceptable – Does not use . . .

. . . research-based, systematic methods for the instruction of academic (reading, math, written language, content areas) and nonacademic content appropriate for the educational needs and academic expectations for each student.

Standard 5: Learning Environments & Social Interactions (CEC), Standard 4: Learning Environment (IPTS)

☐ Proficient - Consistently incorporates . . .
☐ Developing - Incorporates . . .
☐ Unacceptable – Does not incorporate . . .

. . . a variety of research-based strategies to create and maintain a physical and educational environment providing optimal learning opportunities for academic success and meaningful social interactions.

August, 2015-Revised
Standard 6: Communication (CEC), Standard 6: Reading, Writing, and Oral Communication (IPTS)

- Proficient - Consistently demonstrates . . .
- Developing - Demonstrates . . .
- Unacceptable - Does not demonstrate . . .

. . . understanding of typical and atypical language development and its impact on the design and implementation of instruction, including the appropriate use of assistive and augmentative communication. Plans and delivers individualized instruction to enhance vocabulary development, oral or written language and skills (e.g., technical skills).

Standard 7: Instructional Planning (CEC), Standard 3: Planning for Differentiated Instruction (IPTS)

- Proficient - Consistently plans, instructs and evaluates . . .
- Developing - Plans, instructs and evaluates . . .
- Unacceptable - Does not plan, instruct and evaluate . . .

. . . students with disabilities using appropriate, research-based instructional strategies (including technology), materials, and tools to meet the educational expectations and sensory, mobility, reflex, and perceptual needs of individual students. Plans and instructs students to support their behavior and/or social participation in the classroom or other environments.

Standard 8: Assessment (CEC), Standard 7: Assessment (IPTS)

- Proficient - Consistently demonstrates . . .
- Developing - Demonstrates . . .
- Unacceptable - Does not demonstrate . . .

. . . knowledge of legal and ethical principles of measurement and assessment and is able to select, adapt, and/or modify reliable and valid assessments to accommodate the unique academic and social behavior abilities and needs of individuals with disabilities. Monitors intragroup behavior changes across subjects and activities.

Standard 9: Professional & Ethical Practice (CEC), Standard 9: Professionalism, Leadership and Advocacy (IPTS)

- Proficient - Consistently adheres to . . .
- Developing - Adheres to . . .
- Unacceptable - Does not adhere to . . .

. . . professional ethics (i.e., CEC Code of Ethics) or consistently demonstrate professional practices with students, professionals, and other personnel. Has professional goals and participates in professional activities to continue professional growth and development to benefit persons with disabilities, families, and colleagues.

Standard 10: Collaboration (CEC), Standard 8: Collaborative Relationships (IPTS)

- Proficient - Consistently collaborates . . .
- Developing - Collaborates . . .
- Unacceptable - Does not collaborate . . .

. . . or consults with parents, professionals and other personnel in order to meet student academic, behavior, or social-emotional needs or plan for student academic, behavioral, or transition outcomes. Demonstrates knowledge of or use of local, community, state and national resources to assist in program to assist in programming for students with disabilities.

**DISPOSITIONS**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

10. Candidate exhibits professionalism.......................  
11. Candidate values human diversity.......................  
12. Candidate develops professionally.......................  

August, 2015-Revised
**DISPOSITIONS**

10. **EXHIBITS PROFESSIONALISM**

**Unsatisfactory:** May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.

**Satisfactory:** Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.

**Exemplary:** Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.

11. **VALUES HUMAN DIVERSITY**

**Unsatisfactory:** Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.

**Satisfactory:** Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates with diverse peers, professional colleagues, staff and families.

**Exemplary:** Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.

12. **DISPOSITION: DEVELOPS PROFESSIONALLY**

**Unsatisfactory:** Does not seek to acquire knowledge, nor to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.

**Satisfactory:** Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.

**Exemplary:** Readily and consistently engages in ongoing acquisition of knowledge and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvement.

Final Grade/6 hours ______

Example: A/6 (At Midterm, insert NA)

Teacher Candidate Signature______________________________

Cooperating Teacher Signature______________________________

Date ____________________________

Clinical Supervisor Signature______________________________

The signature of the student acknowledges review of the document; it does not mean agreement with its content.

(This form for information purposes only, official evaluation forms will be completed online. Information will be provided to the Cooperating Teacher by the Clinical Supervisor.)

August, 2015-Revised