INDIANA UNIVERSITY NORTHWEST
School of Education

K480 Student Teaching in Special Education- TAL

Instructor: Tim Mitchell.
Office: Hawthorn Hall 354C
Office Phone: (219) 980-6513
E-mail: tm4@iun.edu

I. COURSE DESCRIPTION

Prerequisite: Admission to the Student Teacher Program. Full-time supervised student teaching in special education for 8 weeks in an elementary school accredited by the State of Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. Grade is S/F.

Expanded Description:
Student teacher will plan, deliver, manage, assess, and reflect on the entire classroom situation for full days and weeks over the specified period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor.

II. SCHOOL MODELS

This course is part of the IUN School of Education's Teacher Education Program. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a "Reflective Professional."

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<th>Conceptual Framework Outcomes</th>
<th>Course Objectives</th>
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<td>2. Higher Order Thinking Skills</td>
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<td>3. Instructional Media and Technology</td>
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<td>6. Instructional Design and Delivery</td>
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<td>9. Professional Development</td>
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This course provides an opportunity for students to demonstrate skills, knowledge, and dispositions related to CEC Standards and IPSB Standards for special education teachers. The content and developmental standards are available on the web at http://www.cec.sped.org/ps/ and http://www.in.gov/psb/future/standards.htm.

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Developmental Standards of the Indiana Professional Standards Board (IPSB). See Sections VII and VIII.

**Course Objectives/Competencies**

Students in K480 will:

1. Model effective use of language
2. Display appropriate dispositions for a professional educator.
3. Assess student learning and present levels of performance.
4. Reflect on practices.
5. Adjust instruction according to student needs.
6. Design and deliver effective instruction employing a variety of teaching strategies
7. Demonstrates an appreciation and concern for students as individuals
8. Interact effectively with student, colleagues, parents and community
9. Demonstrate effective classroom and behavior management
10. Integrate instructional technology by creating instructional materials, delivering instruction using technology, or encouraging student use of technology in assignments

**Initial Program Dispositions**

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your IUN classroom participation and in your school-based field activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students' world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

III. MATERIALS

IUN Student Teaching Handbook (revised annually)

IV. ASSIGNMENTS AND COURSE ACTIVITIES

Three assignments are required for student teaching in special education.

Do 2 of these:

1. Identify a target behavior (one that you want more of or less of). Systematically assess the behavior, develop a hypothesis of its function, and develop a plan for teaching or reinforcing the behavior. Document any change in the behavior over two weeks.

2. Based on a student’s IEP academic goals, and your assessment of their Present Level of Performance, develop a 5-day instructional plan for that student’s individual needs. Implement the plan and reflect on it.

3. Based on a student’s IEP behavioral goals, and your assessment of their Present Level of Performance, develop a 5-day instructional plan for that student’s individual needs. Implement the plan and reflect on it.

And do 1 of these:

4. Construct an IEP for one student in your program. The goals should be based on Present Levels of Performance established through assessment.

5. Analyze the IEPs of the students in your program. Write a comparison of their goals with the instruction they are receiving showing links to their individual needs and areas for additional instruction.

Insurance: Student must show proof of professional liability insurance.

Standard English, appropriate technology, and higher order thinking is expected in all products and performances in this course.
V. GRADING / EVALUATION SYSTEM

Grading is on a Satisfactory/Fail basis, derived from the experience with the Cooperating Teacher, the observations of the University Supervisor, and the Director of Student Teaching.

VI. BIBLIOGRAPHY


*Professional standards and code of ethics* of the Council for Exceptional Children, Reston, VA: Author.


VII. INTASC PRINCIPLES

| Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC PRINCIPLES) |
| Principle | Course Objectives |

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Syllabus: K480 4
1. Knowledge of Subject Matter 7
2. Knowledge of Human Development and Learning 5
3. Adapting Instruction for Individual Needs 7
4. Multiple Instructional Strategies 6, 10
5. Classroom Motivation and Management Skills 9
6. Communication Skills 1, 8
7. Instructional Planning Skills 6
8. Assessment of Student Learning 3
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10. School and Community Partnerships 8

VIII. IPSB DEVELOPMENTAL STANDARDS

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