

6.1 Early Childhood Special Education: Supervised Early Fieldwork and Clinical Practice Experiences

Total Hours: 680

Supervised Early Fieldwork	Hours	Assignment/Activities
SPED 371 Exceptional Individual	20	Teacher Candidates observe in 3 different settings (can be a community organization, a classroom, a daycare setting, etc., but 3 different types of disabilities in students must be observed). One full page (double spaced in 12-point font) per observation – a minimum of 3 full pages are required to earn full points
SPED 421 Working with Families of Individuals with Disabilities	10	Teacher Candidates will develop in writing a family interview for a family with one child who is labeled as having a disability. For those Teacher Candidates interested in early childhood special education, please interview a family (or member of a family) with a young child with a disability or a child that is at-risk. Teacher Candidates may utilize any format they chose, as long as it is of a comprehensive nature.
SPED 428 Inclusive Education	20	<p>Stakeholder Interview: Teacher Candidates will be required to identify a child who is receiving an inclusive education and interview at least 3 members of that child’s team that have different roles (e.g., teacher, parent, specialist).</p> <p>Environment & Engagement Project: Teacher Candidates will be required to identify a classroom with an included child with disabilities, obtain teacher permission, and conduct an environmental assessment and a student engagement assessment.</p> <p>Social Facilitation Reflection: Teacher Candidates will be required to observe a child with disabilities (3-5 years old) along with 1-2 typically developing peers (either live or via a course-provided videos). Teacher Candidates will (a) assess adult use of social facilitation strategies and (b) record data on students’ social interactions.</p>

<p>SPED 436 Literacy for Early Childhood Special Education Specialists</p>	<p>20</p>	<p>Each Teacher Candidates is required to complete a case study of a preschool child. The purpose of the case study is to acquire experience in diagnosing the strengths and weaknesses of a child in his or her literacy skills and to develop an instructional plan based on this diagnosis. Please create specific headings in your paper that align with the categories listed below.</p> <p>Steps</p> <p>a) Identify a child with whom you can work for at least four weeks. You should identify a preschool child who has goals that pertain to the development of emergent literacy and language skills. Choose a student in the class that you are currently teaching or at a public preschool special education program that has been approved by the instructor. Obtain permission to conduct this assignment in the classroom from the school administrator and classroom teacher (15 pts.)</p> <p>b) Maintain the confidentiality of the student by changing identifying information such as name and birth date. Collect the following information from the child's records or from the teacher:</p> <ul style="list-style-type: none"> -School and medical history, if applicable. -Information regarding the student's first language, if applicable -Information regarding speech and language development and difficulties, if applicable. -Any special services information (IEP), including the name and type of services the students receive. (10 pts.) <p>c) Assess emergent literacy and language skills using the tools discussed in class and/or the assessment instruments used by teachers in the student's school district.</p> <ol style="list-style-type: none"> a. Analyze the results. Write an overall plan for instruction. b. Carry out instruction for at least 6 times. The number of sessions beyond six is up to you.

	<p>c. Turn in the log of instruction dates and the signature of cooperating teacher.</p> <p>d. Keep a log in which you include:</p> <ul style="list-style-type: none">· Dates of meetings,· Lesson plans,· Data collection, evaluations of lessons, and goals for the next lesson.· MOST IMPORTANT are critical analysis statements of your own instruction: what you observed the student doing, and how you analyzed and responded to student needs.· Your lesson plans should reflect changes based on weekly observations of the child's response to instruction. (10 pts.)· Name of school, and signature of instructor. <p>d) The final product should include the following components with a title page formatted in 6th ed. APA style. Include page numbering and a manuscript header starting on the title page and continuing on each typed page. The log form section c) should be included in an appendix in APA style as well as any sections that include handwritten information or additional documentation. Be sure to properly cite any information that you obtain from a published source. This report must be a minimum of 4 pages without counting References or Appendices.</p> <p>e) The report should include:</p> <ol style="list-style-type: none">i. student information and summary of background information obtained in section b) of the syllabus assignment descriptionii. summary of the assessment including:<ul style="list-style-type: none">· measures or approaches to assessment used· summary of the results from each assessment· interpretation of the results for each measure· the intervention plan related to the results and interpretation of the assessment
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Supervised Early Fieldwork Total	80	

Clinical Practice	Hours	Assignment/Activities
<p>SPED 489C (birth to 5)</p>	<p>200</p>	<p>Teacher Candidates write and implement 6 activity plans with young children ages birth to five years of age. Teacher Candidates are given increasing responsibilities in working with the young children over the course of the semester. Candidates work with children in early intervention settings (Headstart and parent/child programs) for 4 weeks and then transition to working with children three to five years of age for 6 weeks.</p> <p>Requirements of the Teacher Candidate: Week 1</p> <ul style="list-style-type: none"> • Orientation • Complete tour of the school campus • Become acquainted with school staff and resources • Learn all students' names • Learn students' IFSP/IEP goals and accommodations and present levels of performance • Learn students' language acquisition goals. • Be able to explain, teach, reteach, and reinforce classroom routines, rules, and procedures

	<ul style="list-style-type: none"> • Setup planning/conference schedule with Mentor Teacher • Observe all aspects of the students' daily schedule • Observe all lessons taught by Mentor Teacher • Participate in lessons taught by Mentor Teacher by circulating the classroom and providing one on one support for instruction and using proximity to support student adherence to classroom rules, procedures, and routines • Complete other duties as assigned by Mentor Teacher and/or Clinical Coach <p>Weeks 2: Beginning Phase</p> <ul style="list-style-type: none"> • Begin co-planning lessons for students who need additional support • Develop and share lesson plans to teach 2-3 small group lessons this week • Participate in lessons taught by Mentor Teacher by circulating the classroom and providing one on one support for instruction • Complete other duties as assigned by Mentor Teacher <p>Weeks 3-4: Learning to Teach Phase</p> <ul style="list-style-type: none"> • Develop and share lesson plans for subject areas teaching for small groups of students who need additional support – increase responsibility for number of small group lessons taught each week • Participate in lessons taught by Mentor Teacher by circulating the classroom and providing one on one support for instruction • Plan and lead small groups as requested by Mentor Teacher • Co-plan and administer assessments • Participate in collaboration with colleagues and families • Complete other duties as assigned by Mentor Teacher <p>Weeks 5-10: Practice Teaching Phase</p> <ul style="list-style-type: none"> • Begin to independently plan lessons for small groups of students who need additional support
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<p style="text-align: center;">SPED 489D (PK-K)</p>	<p style="text-align: center;">320</p>	<p>Teacher Candidates write and implement 6 activity plans with infants and toddlers. Teacher Candidates are given increasing responsibilities in working with the infants and toddlers over the course of the semester.</p> <p>Requirements of the Teacher Candidate:</p> <p>Week 1</p> <ul style="list-style-type: none"> • Orientation • Complete tour of the school campus • Become acquainted with school staff and resources • Learn all students' names • Learn students' IFSP/IEP goals and accommodations and present levels of performance • Learn students' language acquisition goals. • Be able to explain, teach, reteach, and reinforce classroom routines, rules, and procedures • Setup planning/conference schedule with Mentor Teacher • Observe all aspects of the students' daily schedule • Observe all lessons taught by Mentor Teacher • Participate in lessons taught by Mentor Teacher by circulating the classroom and providing one on one support for instruction and using proximity to support student adherence to classroom rules, procedures, and routines • Complete other duties as assigned by Mentor Teacher and/or Clinical Coach <p>Weeks 2: Beginning Phase</p>

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Clinical Practice Total	600	