

**EDSP 4980**

**Directed Teaching in Special Education**

**9 credits**

**Instructor:** Assigned university supervisor, Dr. Jennifer Hall, Special Education Placement Coordinator, & Dr. Catherine Griffith, Special Education Area Coordinator

**Field Placement Office (Dr. Hall):** 100 Old Main

**Dr. Hall Phone:** 864-656-7692

**Dr. Hall Email:** jgh3@clemson.edu

**Dr. Griffith Email and Office:** cgriffi@clemson.edu

**Class Meetings/Days/Times/Locations:**

Monday – Friday 7:30 AM – 3:30 PM (adapted to each individual school schedule, modality may change based on school site, university or health and safety protocols); January 11, 2023 – April 28, 2023

Locations: Assigned School and/or Virtual, as appropriate and/or assigned

**College of Education Mission:** The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson’s land-grant mission to better the lives of South Carolina’s citizens.

**College of Education Commitment to Diversity:** The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences.  It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.  <http://www.clemson.edu/education/about/diversity-plan/index.html>

**Accreditation and Assessment Practices:** Clemson University and the College of Education are required to collect candidate performance data for national, regional, and state accreditation. Anthology is a required purchase for all education majors. This web-based assessment data management tool is used by the CoE in multiple ways and students will experience seamless assessments using embedded links in Canvas.

**Required Text/Materials**:

**Anthology (5-year account).** Anthology is the College of Education’s web-based assessment management system for continuous improvement efforts and accreditation reporting.This system collects assessment results and helps provide a clear and efficient method for evaluating learning outcomes in specified programs. Anthology is a **onetime** purchase through the Clemson University bookstore of a **5-year account.** (Please visit the Clemson University bookstore for specific information about associated costs.) For support or questions regarding Anthology please email coecw@clemson.edu

**Academic Integrity Policy:**

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

# Accessibility Statement:

# Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain, and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campusservices/sds/

**Clemson University Title IX Statement:**

Title IX Policy: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University’s Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware.

**COVID-19 Related Expectations for Face Coverings:**

Students must follow the assigned school site and/or university health and safety policies. Failure to comply with school site and university policy may result in dismissal from the student teaching placement. It is your responsibility to be familiar with the additional information provided by Clemson University (<https://www.clemson.edu/coronavirus/index.html>) and by your field placement district and school.

**Emergency Guidelines from Clemson University:**

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency: a. Ensure you are signed up for emergency alerts (https://www.getrave.com/login/clemson), b. Download the Rave Guardian app to your phone (https://www.clemson.edu/cusafety/cupd/rave-guardian/) c. Learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

**Course description**:

Comprehensive course providing a full-time semester long experience for preservice special education candidates who plan to teach individuals with mild/moderate disabilities. Generally, the last course in the program; EDSP4980 provides teaching experience under the supervision of university and school district personnel.

# Course prerequisites/corequisites:

Prerequisite**:** Approval by Office of Field Experiences of pre-requisite courses

and maintenance of professional level admission 2.75 GPA requirement.

# Co-requisite: For undergraduates: EDSP 4950

# Objectives or Student Learning Outcomes:

Student teachers will employ specialized content knowledge, pedagogical content knowledge and skills and professional dispositions in Special Education classroom settings under the mentorship and direction of a university supervisor and a classroom cooperating teacher.

**Standards Addressed**: [South Carolina’s ADEPT teaching performance standards](https://www.ed.sc.gov/educators/educator-effectiveness/expanded-adept-resources/) domains for

effective teaching - Planning, Instruction, Environment, and Professionalism using [South Carolina’s Teaching Standards Rubric](https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf). [South Carolina Education Economic Development Act (EEDA) standards](http://media.clemson.edu/education/fieldclinicalexperience/earlychildhood/resources/sceedastandards5-6-7.docx) ensure teachers understand career guidance as a process by which P-12 students become aware of the world of work, explore career options, and prepare for post-secondary opportunities. [CAEP standards](http://caepnet.org/standards/introduction) ensure teacher candidates obtain content knowledge, pedagogical content knowledge and skills, and dispositions for teaching for impacting the learning of all students. College of Education professional dispositions for teaching include the behaviors and beliefs we value of graduates in our teacher preparation programs and are aligned to all the fore-mentioned standards.

# Required text/materials:

* [Field & Clinical Experiences Handbook](https://clemson.box.com/s/f92s3np5qt7s2k2f438mxwy7bx7od1jo)
* Student teaching assignments, forms, and resource documents found on CoE website.
* Anthology (formerly called Chalk & Wire) Account

**Technology competencies**:

Use of technology and digital tools is required for completing and submitting classroom assignments.

**Instructional strategies employed**:

The university supervisor and cooperating teacher will work together to assist the student teacher in planning, teaching, and reflecting and will observe the student teacher and provide feedback for growth and development throughout the semester.

**Assessment Strategies Employed:** Teacher candidates will be evaluated by a cooperating teacher and/or university supervisor for levels of proficiency in meeting South Carolina’s Expanded ADEPT teaching standards and EEDA standards, professional standards, and College of Education professional dispositions for teaching. Evaluations include:

* SLO – by instructor of EDSP 4950
* Unit Plan Evaluation – by instructor of EDSP 4950
* Formative Lesson Observations – by university supervisor, by cooperating teacher
* Summative Lesson Observations – by university supervisor, by cooperating teacher
* Mid-Term Evaluation – by university supervisor & cooperating teacher consensus
* Final Summary Evaluation - by university supervisor & cooperating teacher consensus
* Others as required

**Grading Policy:**  The final grade is determined from total points received on the Final Evaluation ([spring-see program specific Final Evaluation](https://www.clemson.edu/education/resources/academic-resources/field-experiences/teacher-education/index.html)). Total points for the final grade are calculated on the bottom of the Final Evaluation form.

If a student teacher receives a grade of C, D or F for this course, they will not pass the class, will not graduate, and will not be recommended for licensure.

**Laboratory and/or field experience:**

Field experiences and internships offer a wide variety of activities: observations, assisting, tutoring, teaching, interviewing, etc. All field placements provide candidates with experiences, and opportunities for professional development and are accompanied by feedback to support candidates understanding of how to engage students, develop relationships and manage professional duties. These experiences are arranged through the Office of Field and Clinical Partnerships and Outreach. You will receive email communication regarding the specific details of your placement. For questions related to your field experience or internship, contact Dr. Jennifer Hall, Special Education Placement Coordinator, at jgh3@clemson.edu.

**Grounds for Dismissal from Student Teaching:** It is expected that teaching candidates will show steady progress toward satisfactory levels in all objectives during the internship experience. Cause for removal from student teaching will be based on consistent deficiencies in any of the following areas:

 Effective teaching (instruction and planning);

 Classroom management;

 Content knowledge;

 Ethical and professional behavior.

College of Education teacher candidates can be removed from field or clinical experiences at the request of the University Supervisor, the Classroom Teacher (i.e., cooperating teacher), the Cooperating School, the Cooperating School District and/or the Executive Director, Office of Field and Clinical Partnerships and Outreach.

In some cases, STs dismissed from student teaching or those unable to successfully complete their student teaching semester may be able to get approval from program faculty and the appropriate department chair to enroll in student teaching a second time. Student teachers dismissed from student teaching a second time or unable to successfully complete a second attempt at student teaching are not permitted to enroll in subsequent student teaching semesters. Extenuating circumstances are considered on an individual case-by-case basis.

### Note: Removal from field or clinical experiences can result in the failure of courses requiring field or clinical experiences (e.g., EDSP 4980 and EDSP 4950). Removal will also impact the student teacher’s ability to graduate and be recommended for teacher certification.

# Attendance policy:

The final clinical experience for the candidate is a full-time teaching experience under the guidance of a cooperating teacher and a university supervisor in a public school (face-to-face, virtual, or hybrid) for a minimum of 14 weeks. Student teaching orientation will be held January 11-13, 2023. The classroom experience will begin on Tuesday, January 17, 2023.

Candidates are to adhere to the calendar of the individual school and school district. Students are allowed 3 absences for the semester. For example, the spring break for candidates is the same as the assigned school district (NOT Clemson’s spring break). All planned absences should be approved by the cooperating teacher prior to the absence. Attendance at the Clemson Educator Career Fair is encouraged. Each student will be allowed ½ day absence for this career fair. Additionally, each student will be allowed one full day absence for interviews. These 1 ½ days for the Clemson Education Career Fair and for interviews will not count in the 3 allowed absences. Students should note these absent days in their Anthology time log, record it in the Canvas notification of absences, email the University Supervisor and Cooperating Teaching, and specify the reason for these absences. The Anthology time log must be updated weekly.

Teacher candidates must adhere to the daily schedule of the cooperating teacher (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). Teacher candidates are required to work with their cooperating teachers to develop a plan for professional development days as the teacher candidate will attend the assigned school on those days. Teacher candidates must also adhere to the teaching modality of their cooperating teacher (face-to-face, virtual, and/or hybrid). Assignments of candidates are not to include activities or duties for which a cooperating teacher receives an additional stipend.

Teacher candidates who are informed that they have a presumptive positive diagnosis or have tested positive for COVID-19 should immediately self-isolate. For a teacher candidate who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the candidate to inform the cooperating teacher, university supervisor, and Dr. Jennifer Hall via email. Candidates should also use the Notification of Absence module in Canvas and the Time Log in Anthology. Candidates should follow-up with their cooperating teacher, university supervisor, and Dr. Jennifer Hall to develop a continued plan of study for student teaching.

It is the candidate’s responsibility to notify the cooperating teacher, university supervisor, and their placement coordinator, Dr. Jennifer Hall of any absences. In the event of regional or national emergency (e.g., pandemic, hurricane, etc.), candidates missing internship days may not be charged with unexcused absences if the nature and extent of the emergency is defined and disseminated by the Provost (or designee). Candidates missing more than three days for non-emergency issues will accrue unexcused absences. Three or more unexcused absences may be cause for dismissal from the student teaching internship and, if not dismissed, the candidate will be responsible for making up missed absences over three.

**Assignments/Requirements:**

The following assignments are required. Details are available on Canvas or Anthology.

* Classroom Description emailed to US by ST (January 27)
* Take-over schedule submitted by ST (Feb 3)
* Weekly Lesson Plans submitted by ST (Fridays beginning Feb 3)
* Two Formative Lesson Observations by CT
* Three Formative Lesson Observations by US
* Midterm Self-Assessment submitted by ST
* Midterm Evaluation submitted by US (US and CT collaboratively complete; US scores in Anthology)
* One Summative Lesson Observation by CT
* One Summative Lesson Observation by US
* Final Self-Assessment by ST
* Final Evaluation submitted by US (US and CT collaboratively complete; US scores in Anthology)
* Time Log (ST submits weekly)
* Student Learning Objectives assignment/template submitted by ST (EDSP 4950)
* Unit Plan submitted by ST (EDSP 4950)

In addition, the candidate is expected to engage in remote field-based activities if school sites are closed due to health and safety concerns. Student teachers should continue to follow the schedule and teaching modality of the cooperating teacher. Student teachers should continue to log their time and activities in the Time Log a minimum of once per week.

Candidates engaged in remote field-based activities or those with a supervisor who is supervising remotely may be asked to video record lessons they teach. It is the resident’s responsibility to ensure that video release forms have been collected from P-12 students, if required.

**Note:** Student Teachers are expected to submit all assignments in accordance with the timelines established by the OFCPO faculty and staff, CT, or US.

**Required Testing:**

**Praxis II and PLT tests must be taken, and scores must be sent from ETS to Clemson and be on file** **to graduate**. When registering for PRAXIS tests, candidates must request that scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108).  When registering a candidate must enter their correct social security number and first and last name (use name on photo identification).  If an incorrect social security number is entered or omitted on the registration form, scores will not be sent to the South Carolina State Department of Education. If for some reason score reports are not sent to Clemson University by ETS, the candidate must contact ETS, and request scores be sent to Clemson.  Clemson University’s Office of Field Experiences will not process and sign off on licensure until the candidate has requested that ETS send scores to Clemson, scores have been received by Clemson, and scores have been uploaded into Clemson’s student database.

Emergency provisions approved by the SC State Board of Education could alter testing requirements. In the event that changes, or exemptions are approved, students will be notified by the Office of Field and Clinical Partnerships and Outreach.

**Read to Succeed**

Students must have a C or better on all Read to Succeed courses to be recommended for licensure.

The following requirements are to be completed from the URL provided by Office of Field Experiences in late April to receive a grade for student teaching:

*Teacher Education Program Exit Survey*