

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 409

Title of Course: **Advanced Field Experience in the Education of Students with Exceptionalities in Elementary Settings**

Date: October, 2016

Please check: New Course

I. Catalog Description (3 Credit Hour of Course): Integration of appropriately designed field experiences commensurate with Education of Children with Exceptionalities Teacher Preparation Program coursework in elementary education.

II. Prerequisites:

EX 311 Introduction to Children with Exceptionalities
EX 302 Language Development of the Child with Exceptionalities
EX 304 Classroom and Behavior Management
EX 305 Content Area Teaching, Learning and Transitioning for Secondary Students with Exceptionalities
EX 309 Field Experience in the Education of Students with Exceptionalities in Middle/Secondary Settings
EX 312 Diagnosis and Remediation of Math Difficulties
EX 317 Assessment and Techniques of Teaching the Children with Exceptionalities
EX 373 Strategies and Techniques for Teaching the Child/Adolescent with Exceptionalities

Co-requisites:

EL 354 Meeting the Needs of Struggling Readers
EL 420 Assessment and Data Analysis
Current cleared FBI Background Check (through the Candidate Status and Certification Office)

III. Purposes or Objectives of the Course (optional):

The teacher candidate will demonstrate the knowledge base and skills applicable for grades K-6 to:

1. apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of elementary students with exceptional learning needs (ELN) in a diverse society.

2. locate, adapt and use instructional materials and technology appropriate to meet the needs of elementary students with ELN in a diverse society.
3. apply culturally diverse instructional strategies to facilitate academic and/or functional skills development of elementary students with ELN.
4. demonstrate respect for elementary students with ELN in a diverse society by participating in collaborative opportunities that identify and use various school/community resources.
5. develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of elementary students with ELN in a diverse society.
6. use and manage a variety of effective behavior strategies consistent with the needs of elementary students with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.
7. use formative assessment of organizational cues to modify speed of presentation and summative assessment to monitor the progress to meet the needs of elementary students with ELN in a diverse society.
8. demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit elementary students with ELN, their families, their colleagues and their own professional growth.

IV. Course Learning Outcomes (Minimum of 3):

1	The teacher candidate will apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of elementary students with exceptional learning needs (ELN) in a diverse society.	Field Evaluation
2	The teacher candidate will develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of elementary students with ELN in a diverse society.	Field Evaluation
3	The teacher candidate will use and manage a variety of effective behavior strategies consistent with the needs of elementary students with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.	Field Evaluation
4	The teacher candidate will demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit elementary students with ELN, their families, their colleagues and their own professional growth.	Teacher Candidate Dispositions

V. Optional College/Departmental Requirement: MoSPE Quality Indicators and SPA Standards Alignment to Course Objectives

Course Objective	CEC Standard Met	DESE Standard Met	Assessment Ensuring that the Objective has been Met
<p>apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of all individuals with exceptional learning needs (ELN) in a diverse society.</p>	<p>1 2 3 4 5</p>	<p>1.1.1.2, 1.2.1.1, 1.2.1.2, 1.2.1.4, 1.2.2.1, 1.2.2.3, 1.2.2.4, 1.2.3.1, 1.2.3.2, 1.2.3.4, 1.2.4.2, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.2, 1.2.6.3, 1.2.7.1, 1.2.7.2, 1.2.7.3, 1.2.7.4, 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6</p>	<p>Field Evaluation</p>
<p>locate, adapt and use instructional materials and technology appropriate to meet the needs of all individuals with ELN in a diverse society.</p>	<p>1 2 3 4 5</p>	<p>1.1.1.2,1.2.1.1, 1.2.1.2,1.2.1.4, 1.2.2.1,1.2.2.3, 1.2.2.4,1.2.3.1, 1.2.3.2,1.2.3.3, 1.2.3.4,1.2.4.2, 1.2.5.1,1.2.5.2, 1.2.6.1,1.2.6.2, 1.2.6.3 1.2.7.1, 1.2.7.3,1.2.7.4, 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6</p>	<p>Field Evaluation</p>
<p>apply culturally diverse instructional strategies to facilitate academic and/or functional skills development appropriate to meet the needs of all individuals with ELN in a diverse society.</p>	<p>1 2 3 4 5</p>	<p>1.1.1.2,1.2.1.1, 1.2.1.2,1.2.1.4, 1.2.2.1,1.2.2.3, 1.2.2.4,1.2.3.1, 1.2.3.2,1.2.3.3, 1.2.3.4,1.2.4.2, 1.2.5.1,1.2.5.2, 1.2.6.1,1.2.6.2, 1.2.6.3 1.2.7.1, 1.2.7.3,1.2.7.4, 1.2.11.1, 1.2.11.2, 1.2.11.3,</p>	<p>Field Evaluation</p>

		1.2.11.4, 1.2.11.5, 1.2.11.6	
demonstrate respect for all individuals with ELN in a diverse society by participating in collaborative opportunities that identify and use various school/community resources.	6 7	1.2.2.3,1.2.3.4, 1.2.4.3,1.2.5.1, 1.2.7.2,1.2.8.3, 1.2.9.1,1.2.9.3, 1.2.10.1, 1.2.10.2 1.2.10.4	Field Evaluation
develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of all individuals with ELN in a diverse society.	1 2 3 4	1.1.1.2,1.2.1.1, 1.2.1.2,1.2.1.4, 1.2.2.1,1.2.2.3, 1.2.2.4,1.2.3.1, 1.2.3.2,1.2.3.3, 1.2.3.4,1.2.4.2, 1.2.5.1,1.2.5.2, 1.2.6.1,1.2.6.2, 1.2.6.3 1.2.7.1, 1.2.7.3,1.2.7.4, 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6	Field Evaluation
use and manage a variety of effective behavior strategies consistent with the needs of all individuals with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.	1 2 4		Field Evaluation
use organizational cues and modifies speed of presentation as appropriate to the needs of all individuals with ELN in a diverse society.	1 2 3 4 5	1.2.2.3, 1.2.3.1,1.2.3.2, 1.2.3.3,1.2.3.4, 1.2.4.2,1.2.7.2, 1.2.9.3, 1.2.10.2	Field Evaluation
demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit all individuals with ELN, their families, their colleagues and their own professional growth.	6 7	1.2.2.3,1.2.3.4, 1.2.4.3,1.2.5.1, 1.2.7.2,1.2.8.3, 1.2.9.1,1.2.9.3, 1.2.10.1, 1.2.10.2, 1.2.10.4	Teacher Candidate Dispositions

VI. Optional College/Departmental Requirement: Course Content or Outline (Indicate number of class hours per unit or section):

Topic	Clock Hours
Orientation to EX 409 Field Experience:	
<ul style="list-style-type: none"> • Introduction to EX 409 Field Experience 	18

<ul style="list-style-type: none"> • Introduction to MoPTA Task 3 • Introduction to Confidentially as defined by FERPA and IDEA, 2004 	
<p>Field Placements:</p> <ul style="list-style-type: none"> • Design research-supported instructional strategies for specific areas of exceptionality • Implement lessons appropriate for specific area of exceptionality • Implementation of Formal and Informal Assessments. Attend Co-operating School Professional Development: Special Education Team Meetings, Parent Teacher Conference, Professional Trainings. 	91
<p>Culminating seminar</p> <ul style="list-style-type: none"> • Review of MoPTA Task 3 • Review, Reflect and Evaluations of Field Experiences • Review of Teacher Candidate Dispositions 	3.5
<p>Finals</p>	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

COURSE Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 409

Title of Course: Advanced Field Experience in the Education of Students with Exceptionalities in Elementary Settings

Date: Fall 2016

Please check: Proposed

IV. Course Description (Credit Hours of Course 3): Integration of appropriately designed field experiences commensurate with Education of Children with Exceptionalities Teacher Preparation Program coursework in elementary education.

V. Prerequisites:

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Co-requisites:

EL 354 Meeting the Needs of Struggling Readers
EL 420 Assessment and Data Analysis
Current cleared FBI Background Check (through the Candidate Status and Certification Office)

VI. Purposes or Objectives of the Course:

The teacher candidate will demonstrate the knowledge base and skills applicable for grades K-6:

1. apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of elementary students with exceptional learning needs (ELN) in a diverse society.

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8. demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit elementary students with ELN, their families, their colleagues and their own professional growth.

VII. Course Learning Outcomes (Minimum of 3):

<p>apply research proven strategies for teaching basic skills and study skills in content area instruction as indicated by formal and informal assessments appropriate to meet the needs of elementary students with exceptional learning needs (ELN) in a diverse society.</p>	<p>Measurement: FIELD EVALUATION</p>
<p>develop lesson(s)/unit(s) where structure is clear and displays knowledge as they select alternative teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet the needs of elementary students with ELN in a diverse society.</p>	<p>Measurement: FIELD EVALUATION</p>
<p>use and manage a variety of effective behavior strategies consistent with the needs of elementary students with ELN in a diverse society to create a safe, equitable, positive and supportive learning environment.</p>	<p>Measurement: FIELD EVALUATION</p>

demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit elementary students with ELN, their families, their colleagues and their own professional growth.	Disposition
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VIII. Expectation of the Students

Teacher Candidates will be expected to complete the following course requirements:

- Complete all assigned readings and assignments
- Participate in class discussions and activities
- Demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading materials that may not be covered in class lecture and discussion
- Implement effective instruction in elementary special education placements
- Complete MoPTA Task 3
- Complete a Dispositions Self-Assessment

IX. Course Content or Outline:

Topic	Clock Hours
Orientation to EX 409 Field Experience: <ul style="list-style-type: none"> • Introduction to EX 409 Field Experience • Review of Classroom Management Rules and Procedures • Introduction to Confidentiality as defined by FERPA and IDEA, 2004 	18
Field Placements: <ul style="list-style-type: none"> • Design research-supported instructional strategies for specific areas of exceptionality • Implement lessons appropriate for specific area of exceptionality • Implementation of Formal and Informal Assessments. • Attend Co-operating School Professional Development: Special Education Team Meetings, Parent Teacher Conference, and Professional Trainings. 	91
Culminating seminar <ul style="list-style-type: none"> • Review of MoPTA Task 3 • Review, Reflect and Evaluations of Field Experiences • Review of Teacher Candidate Dispositions 	3.5
Finals	

X. Textbook and/or Required Readings:

Price & Nelson. (2014). Planning effective instruction: Diversity responsive methods and management. Wadsworth Cengage Learning. Belmont, CA.

XI. Basis for Student Evaluation:

Assignment	Points	Due Date
Forum Discussions/Reflections	15%	Periodically
Drop Box/Class Assignments	15%	Periodically
Confidentiality Exam	10%	Prior to entering the field
Teaching Observations	50%	Periodically
Exit Exam: Mo PTA Task 3	10%	End of the semester

XII. Grading Scale

100-90%	=	A
89-80%	=	B
79-70%	=	C
69-60%	=	D
59% and below	=	F

- Students must obtain a C or better in this course for graduation.
- Students must have a 3.0 cumulative GPA in professional education courses for certification.
- Any student asked to leave a field experience placement will not be provided with a new placement and must repeat this course

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "*University Statement of Student Rights*" found in the *STUDENT HANDBOOK*. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XIV. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site:
<http://www6.semo.edu/lapdss/index.htm>

XV. Civility and Harassment:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XVI. Statement of whom to contact with concerns:

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.

XVII. Potential Readings and Resources:

American Association of Colleges of Teacher Education. (2010). Reforming teacher preparation: The critical clinical component [Online]. Retrieved July 30, 2014 from
[http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20\(DOH%202010\).pdf](http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20(DOH%202010).pdf)

Bacharach, N., Heck, T.W., Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3 – 14.

Capraro, M.M., Capraro, R.M. & Helfeldt. (2010). Do differing types of field experiences make a difference in teacher candidates' perceived level of competence? *Teacher Education Quarterly*. 37(1), 131-154.

Classroom Instruction That Works <http://shop.ascd.org/ProductDisplay.cfm?ProductID=101010>

Classroom Strategies Retrieved from: <http://www.readingrockets.org/strategies>

Knight, J. (2014). What you learn. . . when you see yourself teach. *Educational Leadership*. 71(8), 18-23.

Missouri Department of Elementary & Secondary Education. (2013). Missouri standards for the preparation of educators (MoSPE). Retrieved Aug. 11, 2014 from:
<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

Murawski, W. & Dieker, L. (2008). 50 ways to keep your co-teacher strategies for before, during, and after co-teaching. *Teaching Exceptional Children Vol. 40, No. 4, pp 40-48.*

National Council for Accreditation of Teacher Education. (2010, November). Transforming teacher education through clinical practice: A national strategy to prepare effective teachers: Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved student learning [Online]. Retrieved July 30, 2014 from
<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>

Teitel, L. (2004). How professional development schools make a difference, (2nd ed.) Washington, D.C.: National Council for Accreditation of Teacher Education.

Rosenshine, B. (2012). Principals of instruction: research-based strategies that all teachers should know. Retrieved from <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Wilkins, E.A., Shin, E-K., Ainsworth, J. (2009). The effects of peer feedback practices with elementary education teacher candidates. *Teacher Education Quarterly*, 36 (2), 79-93.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, 61(1), 89-99.