

Mild/moderate Alternative Teacher Preparation Program  
Spring

**Special Education 5230/6030**  
**Student Teaching**

**Spring Semester**

**South Cohort Location:** Monday nights 4:30-7:30  
5250 So Commerce Dr. (3<sup>rd</sup>\_West), USU Extension, Salt Lake City, UT

**North Cohort Location:** Wednesday nights 4:30-7:30 Kendall Building, Professional Development Center, Farmington, UT

**Cohort Coordinators:**

South Cohort: Marilyn Likins, (801) 599-8708, [marilyn@nrcpara.org](mailto:marilyn@nrcpara.org)

North Cohort: Jeri Rigby, (801)272-3431, ext. 208, [jerir@updc.org](mailto:jerir@updc.org)

**Purpose**

This course is designed to provide the ATP teacher with a supervised opportunity to run all aspects of a resource or self-contained classroom for students with mild/moderate disabilities. The primary purpose of this course is to help you acquire and consistently demonstrate effective teaching practices with students with mild/moderate disabilities. The student teaching experience is an opportunity to further develop and demonstrate teaching, management, and professional competencies acquired during the Alternative Teacher Preparation program.

You will be taught to analyze and solve instructional and management problems. You will learn and apply more in depth procedures for dealing with challenging behaviors and will also be responsible for designing, implementing, and evaluating interventions to improve the school performance of your students. You will continue to learn to apply the Utah State Office of Education Least Restrictive Interventions Strategies policies when designing programs and learning environments for your students. Additionally, you will use data collection and graphic analysis to design and evaluate programs you design for your students.

Evaluation by instructional coaches and university supervisors will be based on the quality of your teaching and the quality of the other application assignments. Administrative feedback will also be used to shape your professional skills.

**Objectives/Tasks:**

1. You will complete a written self-evaluation and improvement plan by the first of January. Guidelines for developing the plan were discussed in our fall semester class.  
(30 points) Due date: 3rd week of January
2. You will be observed on at least 3 different occasions by your district instructional coach to assess your overall teaching skills. Each observation will be worth 50 points. (150 points)  
Due date: Beginning, middle, and end of Semester

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3. You will also be observed at least 1 time during the semester by your administrator or his/her designee to assess your professional skills. (50 Points) Due date: Late March/Early April.
4. You will critically analyze your own teaching and make data-based decisions regarding adjustments in instructional and management procedures to maximize student progress.
5. You will complete components of your student teaching portfolio. A portfolio is an organized collection of materials that best reflects what you have learned in your teacher preparation program. See Portfolio Handout. Due end of May.

**CEC Common Core (CC) and Individualized General Curriculum (GC)  
2003 Standards**

**Standard #1: Foundations**

Knowledge & Skills	Course Objectives
CC1K4	Describe the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K7, K10	Describe the role of families in the educational process & the potential impact of differences in values, languages, and customs that can exist between the home and school.
GC1K1,K5	Describe the definitions and issues related to the identification of individuals with disabilities and the continuum of placement and services available.
GC1K8	Describe the concept of least restrictive environment.
GC1K9	Describe the theory of reinforcement techniques in serving individuals with disabilities.
CC1S1	Articulate personal philosophy of special education.
CC2K2, K5	Describe educational implications of characteristics of various exceptionalities and similarities and differences of individuals with and without exceptional learning needs
CC2K4	Describe family systems and the role of families in supporting development.
GC2K3, K4	Describe psychological and social-emotional characteristics and etiologies of conditions affecting individuals with disabilities.
CC3K2	Describe the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K5	Describe differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
GC3K1	Describe impact of disabilities on auditory and information processing skills.
GC3S1	Relate levels of support to the needs of the individual.
GC4K3	Describe advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
GC4K4	Describe prevention and intervention strategies for individuals at risk for a disability.

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GC4K5	Describe strategies for integrating student-initiated learning experiences into ongoing instruction.
GC4K6	Describe methods for increasing accuracy and proficiency in math calculations and applications.
GC4K7	Describe methods for guiding individuals in identifying and organizing critical content.
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-management skills.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.
GC4S1	Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S3	Teach learning strategies and study skills to acquire academic content.
GC4S4, S5	Use reading and math methods appropriate to individuals with disabilities.
GC4S7	Use appropriate adaptations and technology for all individuals with disabilities.
GC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain student attention.
GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S15	Teach strategies for organizing and composing written products.
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
CC5K2	Describe basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Describe effective management of teaching and learning.
CC5K5,K6	Describe social skills needed for educational and other environments and strategies for crisis intervention and prevention.
CC5K9	Describe ways specific cultures are negatively stereotyped.
GC5K1	Describe barriers to accessibility and acceptance of individuals with disabilities.
GC5K2	Describe adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.
GC5K3	Describe methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in

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	individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least restrictive behavior management strategy consistent with the needs of the individual.
CC5S12	Design and manage daily routines.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
GC5S2	Use and maintain assistive technologies.
GC5S3	Plan instruction in a variety of educational settings.
GC5S4	Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.
GC5S5	Use skills in problem-solving and conflict resolution.
GC5S6	Establish a consistent classroom routine for individuals with disabilities.

**Standard #6: Language**

CC6K3	Describe ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
GC6K1	Describe the impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
GC6S2, S4	Teach strategies for spelling accuracy and generalization and for producing legible documents.

**Standard #7: Instructional Planning**

CC7K2,K3	Describe scope and sequences of general and special curricula and state curricula standards
CC7K5	Describe roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7K3	Describe interventions and services for children who may be at risk for learning disabilities.
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
CC7S2, S3	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members and involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10, S11	Prepare and organize materials to implement daily lesson plans.

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CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
GC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
GC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.
CC8K2	Describe legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Describe screening, prereferral, referral, and classification procedures.
CC8K4	Describe use and limitations of assessment instruments.
GC8K1	Specialized terminology used in the assessment of individuals with disabilities.
GC8K2	Describe laws and policies regarding referral and placement procedures for individuals with disabilities.
CC8S1, S2	Gather relevant background information and administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10	Create and maintain records.
GC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
CC9K2	Describe the importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K4	Describe methods to remain current regarding research-validated practice.
GC9K1, K2	Know sources of unique services, networks, publications and organizations for individuals with disabilities.
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S7	Practice within one's skills limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
GC9S2	Advocate for appropriate services for individuals with disabilities.
CC10K1	Models and strategies of consultation and collaboration.

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GC10K2	Describe the collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
GC10K4	Describe co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate, and provide feedback to paraeducators as appropriate.

### **Changes in Course Assignments and Schedule**

The instructor reserves the right to adjust the course assignments and schedule in order to best attain the objectives of the course. Any changes in assignments and due dates will be announced in class.

As the semester progresses, your instructor will provide a product guide specifying the expectations and requirements for assignments.

Assignment descriptions. Complete assignment descriptions will be provided and discussed in class.

### **Course Requirements:**

1. Maintain confidentiality of students during class discussions and in written assignments.
2. Professional conduct is expected. Behave in an ethical and professional manner in your classroom and school site at all times.
3. Learn from the cooperating teacher. As needed, modify your instruction, materials or management strategies based on feedback that you receive from your cooperating teacher and/or administrator.
4. Be proactive. Take the initiative in asking for suggestions, and, having received them, either put them into practice or take the time to discuss them with your cooperating teacher.
5. **Do not demand perfection from yourself; demand continual improvement.**

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### Grading

Student teaching uses a pass/fail grading system. Grades are based on instructional coach's and university supervisor's observations and feedback, administrative feedback forms, and student portfolios.

**NOTE: OBSERVATION CRITERIA:** Student's will be expected to be performing at the satisfactory level (3 or better on rating scale) on the **second** observation.

- If data from the second formal observation indicate the ATP teacher is not making progress on identified goals within the action plan, a notification of at-risk status is sent to the ATP teacher and a meeting is set-up by the USU supervisor with the following individuals: the instructional coach, district representative(s) and the ATP teacher, to discuss options.  
(See Mild/moderate ATP At-Risk Policy)
- Students receiving a score of "1" on any item(s) on their 3<sup>rd</sup> classroom observation will require a 4th additional observation and must improve their performance to a "2" or better to pass the class.
- A minimal number of "2's" (3-4) will be allowed on the 3<sup>rd</sup> observation.

**ADMINISTRATIVE FEEDBACK FORM CRITERIA:** Students will be expected to score a majority of 3's on their administrative feedback form. Any student receiving a "1" or numerous "2s" for student teaching will automatically trigger a phone call to the administrator by the USU supervisor to identify concerns. Additionally, a meeting will be set up by the USU supervisor with the following individuals: district representative(s) and the ATP teacher, to discuss concerns and a plan of action. A follow-up administrative feedback form must be completed about 1-2 months later. The ATP student must meet criteria to pass the student teaching experience.

- Students performing below outlined expectations will receive a failing grade and will be required to retake and pass the SPED 5230 course prior to applying for licensure.

Grades will be assigned on a Pass/Fail basis. Criteria are as follows:

**PASS**            **Above 75% of available points**

**FAIL**             **Below 75% of available points**