Course: 194-467 Seminar & Elementary Student Teaching
Semester: Fall 2017
Location: 243 Teacher Education
Time: Mondays 4:15 - 6:15
Instructor: Dr. Nancy Molfenter
molfenter@wisc.edu
608-220-4524 (can call - texts preferred)
Dept. of Rehab. Psych. and Sp. Ed. Adjunct
Education Building, 1000 Bascom Mall, room 462

Course Objective
The Student Teaching placement is designed to allow teacher candidates to observe firsthand and practice professional skills that are vital to success as a special educator. Seminar bridges students’ experience in the classroom with research, problem solving and application of skills within the elementary setting (grades K-8).

Expected Outcomes
After successful completion of course requirements, it is expected that teacher candidates will be able to:
   a) Reflect on their actions and attitudes in the classroom in order to improve their own practice;
   b) Demonstrate ability to plan, implement and assess learning activities that meet the needs of students;
   c) Demonstrate professional communication skills across a variety of formats in contacts with parents, related service providers, and other members of the relevant education community;

Teacher Education Standards
The content of this course (194-467), is aimed at developing teacher competencies specific to supporting students in elementary and middle school settings. This field experience and seminar combination is designed to address all UW Teacher Education Standards and those of the Council on Special Education.
Grading & Course Assignments

*Please note that all student-related materials must be written and presented in a confidential manner, ensuring protection of the identity and privacy of your students at all times.*

<table>
<thead>
<tr>
<th>RPSE 467 Student Teaching Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
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<tr>
<td>UW Supervisor</td>
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<tr>
<td>School/CT</td>
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<table>
<thead>
<tr>
<th>Meetings and Observations (Standards 1-3)</th>
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<tbody>
<tr>
<td>Meeting</td>
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<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Initial Triad Meeting</td>
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<tr>
<td>Lesson Plan and Observation 1</td>
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<tr>
<td>Lesson Plan and Observation 2</td>
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<tr>
<td>Midterm Meeting</td>
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<tr>
<td>Lesson Plan and Observation 3</td>
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<tr>
<td>Lesson Plan and Observation 4</td>
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<tr>
<td>Final Meeting</td>
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<tr>
<th>Binder Assignments</th>
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<table>
<thead>
<tr>
<th>Assignment/Points</th>
<th>Date Completed</th>
<th>Supervisor or Instructor Initials</th>
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<tbody>
<tr>
<td><strong>Due September 18</strong></td>
<td></td>
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</tr>
<tr>
<td>Special Education Student Handbook – 5 points</td>
<td></td>
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<tr>
<td>Site School Guest Handbook – 5 points</td>
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<tr>
<td>School District Calendar – 5 points</td>
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<tr>
<td>Professional Goals (3) – 10 points</td>
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<tr>
<td>Class/Caseload Study Student Info Sheet/Files (Standard 1) – 10 points</td>
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<tr>
<td>Personal Calendar/Daily Schedule – 5 points</td>
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| **Due October 2** |
| Copy of District’s IEP and Related Forms – 5 points |
| Student Schedules – 5 points |
| Class/Caseload Student Observation #1 (Standard 1,4) – 5 points |
| Class/Caseload Student Observation #2 (Standard 1,4) – 5 points |
| Class/Caseload Student Observation #3 (Standard 1,4) – 5 points |

| **Due October 16** |
| Class/Caseload Student Observation #4 (Standard 1,4) – 5 points |
| Class/Caseload Student Observation #5 (Standard 1,4) – 5 points |
| 1 Original Material you adapted (Artifact and Evidence) – 15 points |
| Assessment observation and summary (Artifact Standard 4) – 15 points |
| Reflective Narrative #1 (Artifact) – 15 points |

<p>| <strong>Due October 30</strong> |
| FBA/BIP Review and Summary (Artifact Standards 1, 4) – 15 points |</p>
<table>
<thead>
<tr>
<th>1 original material you developed <em>(Artifact and Evidence)</em> – 15 points</th>
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<tbody>
<tr>
<td>Reflective Narrative #2 <em>(Artifact)</em> – 15 points</td>
</tr>
<tr>
<td>Assessment administration <em>(criterion, norm-references, or standardized test)</em> <em>(Standard 4)</em> <em>(Artifact and Evidence)</em> – 15 points</td>
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<tr>
<td><strong>Due November 27</strong></td>
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<tr>
<td>FBA/BIP Summary of Results &amp; Reflection <em>(Standards 1, 4)</em> <em>(Artifact and Evidence)</em> – 15 points</td>
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<tr>
<td>Assessment administration <em>(curriculum-based)</em> <em>(Artifact Standard 4)</em> – 15 points</td>
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<tr>
<td>Attend IEP evaluation and summary <em>(Standards 1, 5)</em> <em>(Artifact and Evidence)</em> – 15 points</td>
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<tr>
<td>Attend IEP programming and summary <em>(Artifact Standards 1, 5)</em> – 30 points</td>
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<tr>
<td>Reflective Narrative #3 <em>(Artifact)</em> – 15 points</td>
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<tr>
<td><strong>Due December 11</strong></td>
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<tr>
<td>2nd original material you developed <em>(Artifact and Evidence)</em> – 15 points</td>
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<tr>
<td>Reflective Narrative #4 <em>(Artifact)</em> – 15 points</td>
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**Notebook Grade out of 300 possible points**

You have now compiled 14 Artifacts and Evidence that demonstrate your knowledge of the UW Teaching Standards (at least 2 artifacts for each broad standard).

**Late Policy**

All items are intended to be ready for check-in by your supervisor on the date listed. If you need additional time, you must ask your supervisor *prior* to the due date for an extension.
## Outline of Seminar Meetings and edTPA Task Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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| **Class 1** 9/11/17 | • Introductions  
• Course overview, syllabus, assignments, due dates | Canvas and your university email address will be used for correspondence.      |
| **Class 2** 9/18/17 | • Discussion of course purpose, artifacts, rubrics, and portfolio requirements  
• edTPA introduction  
• edTPA requirements for Task 1 (Planning) | **Read edTPA Spec Ed handbook** (posted on canvas)  
**Due** - Draft of edTPA Context for Learning - 10 points |
| **No Meeting** 9/25 | • Work on edTPA Lesson Plans and Task 1 (Planning) Narrative |                                                                                       |
| **Class 3** 10/2 | • Review edTPA Task 1 Requirements  
• Discussion of evidence-based strategies (Scaffolding, UDL, Peer Supports, Gradual Release of Responsibility)  
• Ensuring that assessments match learning goals and needs  
• Applying UDL to assessment |                                                                                       |
| **Class 4** 10/9 | • edTPA requirements for Task 2 (instruction)  
• Peer review of completed Context for Learning and Lesson Plans | **Due**: Drafts of edTPA Lesson Plans – 30 points |
| **Class 5** 10/16 | • Creating a classroom environment conducive to learning  
• Evidence-based classroom management strategies  
• Peer review of Task 1 Narratives | **Due**: Draft of Task 1 Narrative – 30 points |
| 10/23 No Meeting | • Work on video-taping lessons, evidence chart, Task 2 (Instruction) Narrative |                                                                                       |
| **Class 6** 10/30 | • Review of Task 2 requirements  
• Peer review of video clips and evidence chart | **Due**: Video clip (s) and evidence chart for peer review – 30 points |
| **Class 7** 11/6 | • edTPA Task 3 (Assessment) requirements  
• Peer review of Task 2 Narratives | **Due**: Task 2 Narrative – 30 points |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Due</th>
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<tbody>
<tr>
<td>11/13 and 11/20</td>
<td>Work on Task 3 requirements: Assessment Summary, Evidence of Feedback, Task 3 Narrative</td>
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<tr>
<td>2 Weeks off from meeting</td>
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<tr>
<td>Class 8 11/27</td>
<td>Peer review of Task 3 Narratives, Assessment Charts, Evidence of Feedback</td>
<td>Due: Draft of Task 3 Narrative Assessment Chart Evidence of Feedback to Focus Learner – 45 points</td>
</tr>
<tr>
<td>Class 9 12/4</td>
<td>Discuss edTPA submission plans, questions, comments, final peer reviews</td>
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<tr>
<td>Class 10 12/11</td>
<td>edTPA completion celebration and debrief</td>
<td>Due: Final versions of all edTPA requirements – proof of submission to Pearson – 25 points</td>
</tr>
<tr>
<td>ENJOY YOUR WINTER BREAK – YOU HAVE EARNED IT AND THEN SOME!</td>
<td>TOTAL edTPA Points = 200</td>
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**Grading Policy:**

The following criteria will be used to determine the grade earned by each student.

- 93% and above of the total points                  A
- 90 – 92% of total points                          A-
- 86-89 % of total points                          B+
- 83-85% of total points                           B
- 80-82% of total points                           B-
- 76 –79% of total points                          C+
- 73 – 75% of total points                         C
- 70-72% of total points                           C-
- 66- 69% of total points                          D+
- 63 - 65% of the total points                     D
- 60-62% of total points                           D-
- Below 60% of total points                        F
Additional Course Sequence Information

Course Overview/Professional Development & Goal-Setting; Professional expectations during student teaching experience

This session will provide an opportunity to discuss expectations within your student teaching and seminar. We will review portions of the Student Teaching Handbook and discuss expectations for these courses – both the University’s and yours.

Professional Goal Setting

If you work as an educator in WI, you will at some point have to complete a PDP or Professional Development Plan. This assignment/activity is intended to help you begin to think about your PDP. For this assignment, I would like you to develop three professional development goals as they relate to your learning in your Student Teaching Placement. You do not have to complete the full PDP form, just use this opportunity to begin thinking about how you will address your ongoing professional development by completing parts B and C for your class goals.

Educator Effectiveness

In the fall of 2014, the state of Wisconsin changed its requirements for teacher evaluation. The Wisconsin Educator Effectiveness System is a performance-based evaluation system designed to improve the education of all students in the state of Wisconsin by supporting guided, individualized, self-determined professional growth and development of educators. Half of a teacher’s evaluation is aligned with Charlotte Danielson’s Framework for Teaching and the other ties directly to student performance. We will look at Danielson’s Framework and discuss how that evaluation approach aligns with your evaluation within the certification program.

UW Teaching Standards: Artifacts and Evidence

The University requires that students demonstrate their understanding and application of the UW Teaching Standards (which align to the WI Teaching Standards and the Danielson Framework). During this seminar we will work to develop a portfolio of artifacts/evidence which will demonstrate your growing skills.

Crisis Management & Intervention – Seclusion & Restraint

2011 Wis. Act 125 addressing the use of seclusion and physical restraint in public schools took effect on September 1, 2012. The Act applies to both regular and special education students and prohibits the use seclusion or physical restraint except when certain conditions apply.

Accommodations & Modifications

A primary role of a special educator is to provide programming/support to individual students as outlined in their IEP. You will be called upon to develop accommodations and modifications which enable your students to access curriculum in the least restrictive environment.

Poverty and Homelessness
Poverty has a huge effect on students’ ability to learn. As poverty grows in our public schools, so do our challenges as teachers. Last year (2014-15), 48% of Madison students were identified as economically disadvantaged as compared to 18% of students in Middleton/Cross Plains and 41% of students across the state. When students and their families are homeless, that adds significantly to student issues.

FBA/BIP

Functional Behavioral Analysis – not just for special education students anymore! As teachers try to cope with behaviors that distract our students and affect their learning, they need to better understand why a student is behaving that way; “What is the function of the behavior?”

Mandatory Reporting

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect. In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter. We will learn about the law and the practical implications of reporting suspected abuse and neglect.

Diversity, Differences & Stereotypes

Over the last several years, our schools have become increasingly diverse. Madison schools are now a “majority minority.” But, while our student population has diversified, our staffing diversity has not kept pace. Schools have been charged with closing the “achievement gap” between our white students and our students of color, but this has proven to be a difficult task. During this session we will discuss diversity and the need to enhance out understanding of differences and stereotypes.

English Language Learners

5% of Middleton/Cross Plains student are identified as being English Language Learners (ELL). MMSD, on the other hand, identified 20% of its students as being ELL or having Limited English Proficiency (LEP) in 2014-15. This number is growing exponentially and it is anticipated that up to one third of all students will be identified as ELL or LEP this school year.

Mental Health/Trauma Informed Teaching

Student mental health challenges have become a major area of concern in schools. While estimates vary, the best and most recent research reveals some disturbing information. In any given year, one in five adolescents experience significant symptoms of emotional distress and 10% have moderate to severe symptoms with significant barriers to learning. Compounding the problem is the fact that as many as 25% of youth who have a mental illness do not receive mental health services of any kind, and for nearly half the children with serious mental illness, school is the only provider of mental health services. Schools often become the default providers of many services. Up to 70% of children with a diagnosis and impaired functioning receive mental health services in school.

The Caring Classroom & Sharing & Evaluating Your Learning
Our final Seminar will focus on sharing what you’ve learned and evaluation of Seminar and your Supervisors.

**Plagiarism and Academic Honesty:** While we certainly do not anticipate encountering plagiarism in this class, we would like to draw attention to the issue in order to prevent unintentional instances from taking place.

In general, plagiarism means presenting someone else’s words or ideas as if they are your own. Specifically, copying text from an Internet site or simply paraphrasing without proper credit are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructor or the TA for guidance. Also, the following website provides information that might be helpful: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

**Accommodations:** We wish to fully include persons with disabilities in this course. It is in your best interest if you inform us as soon as possible regarding any special accommodations in the curriculum, instruction, or assessments of this course that may be necessary to enable you to fully participate in this course. To request academic accommodations due to a disability; please contact the McBurney Disability Resource Center (263-2741). Special accommodations for individuals with obvious or documented disabilities require 2 weeks advance notice. Please be prepared to provide us with documentation from the McBurney Center (a copy of your VISA).

We will try to maintain confidentiality of the information you share with us. Additional information is available through the UW Madison McBurney Disability Resource Center at http://www.mcburney.wisc.edu/

**Religious observances:** Students who miss course activities while electing to participate in religious activities will be allowed to make up missed work, provided that they inform us of such obligations (via GonzalezRPSE300@gmail.com) during the first two weeks of the semester.

**Technology Requirements:** Students must be able to access the course website, email, the Internet, Adobe PDF Reader, and Microsoft Office software to participate in the course.

**Student Support Services:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Website</th>
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<tbody>
<tr>
<td>McBurney Disability Resource Center</td>
<td><a href="http://www.mcburney.wisc.edu/">www.mcburney.wisc.edu/</a></td>
</tr>
<tr>
<td>Writing Center</td>
<td><a href="http://www.wisc.edu/writing">www.wisc.edu/writing</a></td>
</tr>
<tr>
<td>Counseling/Consultation</td>
<td><a href="http://www.uhs.wisc.edu/services/counseling/">http://www.uhs.wisc.edu/services/counseling/</a></td>
</tr>
</tbody>
</table>

**Teacher Education Standards**
UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program. Following are the current standards of the University of Wisconsin–Madison School of Education.

Future teachers at the UW–Madison are dedicated to teaching all children, seeking social justice through equitable educational outcomes. License candidates leaving their teacher education programs are highly skilled professionals who are prepared to lead efforts to improve educational opportunities in the communities in which they work. As such, these candidates have demonstrated their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways.

1. Learner and Learning Environment

*Teachers know:*

- learning is different at different stages in life
- learning and developmental patterns vary among individuals.
- learners bring cognitive, linguistic, social, emotional, cultural, and physical differences to the learning process.
- ways of knowing vary among individuals.
- learners need supportive, inclusive, and safe learning environments to thrive.
- learning environments and activities must attend to the whole child, including mental and physical health.
- ways to recognize and challenge their own assumptions about learners from diverse cultures, language, and backgrounds, and of differing ability levels.
- earning environments change as technologies and information resources change.

*Effective teachers:*

- have high expectations for every learner, encourage learners to develop deep understanding of content areas and their connections and to apply understanding in meaningful ways.
- implement developmentally appropriate and challenging learning experiences.
- create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.
- reflect on and meaningfully justify decisions relating to the learner and the learning environment.

2. Plan

*Teachers know:*

- how to bring together knowledge of content areas, tools of inquiry, curriculum, cross-disciplinary skills, instructional strategies, technologies and other informational
resources, and knowledge of learners and the community context in order to define rigorous short- and long-range learning goals and standards.

- how to use formative and summative assessment data, understanding of learners’ prior knowledge and experiences, learner interests, cultural and linguistic diversity, and strengths and needs to plan instruction that meets rigorous short- and long-range learning goals.

Effective teachers individually and collaboratively:

- plan how to achieve each learner’s learning goals by selecting and creating experiences that (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.

- choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.

- choose or, as needed, create appropriate and equitable formative and summative assessments to measure learners’ learning in relation to instructional goals.

- evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each learner’s learning strengths and needs.

- reflect on and meaningfully justify decisions relating to planning.

3. Engage and Instruct

Teachers know:

- research-based and other recommended instructional strategies relevant to the discipline.

- the disciplinary content, tools of inquiry and structures (how knowledge is organized and pursued).

- how knowledge of the learner and knowledge of learner development inform selection of learning tasks, contemporary tools and resources, and strategies.

- how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Effective teachers:

- engage learners in meaningful learning activities that lead to critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

- use a variety of teaching strategies, technologies and information resources to assist learners in meeting learning objectives and content standards.

- adapt teaching to meet learner needs and strengths, with consideration of learners from different linguistic and cultural backgrounds.

- use effective scaffolds and supports.

- provide clear behavioral and learning expectations/standards.

- provide consistent feedback and opportunities for learners to revise their work.

- provide a positive, challenging, and inclusive learning environment that promotes mutual respect and opportunities to promote various perspectives.
• encourage learners to develop different perspectives of authentic (real-world) issues.
• manage the learning environment and resources to promote learning and minimize loss of instructional time.
• continuously monitor learners’ learning, and adjusts instruction as appropriate.
• reflect on and meaningfully justify decisions relating to engagement and instruction.

4. Assess

*Teachers know:*

• how to design and use multiple forms of formative and summative assessments for different purposes.
• how to design assessments to accommodate various learners, including learners with disabilities or learners with differing linguistic strengths and needs.
• how to use assessment to inform instruction.
• how to respond to the linguistic and cultural biases associated with tests and their administration
• how to work with families as valuable partners in assessment.

*Effective teachers:*

• monitor, verify, and document learner progress towards mastery of learning objective(s) and standards.
• use multiple methods of assessment.
• when appropriate, work with families to ensure comprehensive and appropriate assessment.
• select or modify assessment tools and processes to accommodate learner language and learning differences.
• use assessment data to plan, modify, and justify future instruction to support each learner’s learning.
• provide meaningful feedback to learners that guides future learning.
• accurately communicate assessment results to parents and other professionals.
• reflect on and meaningfully justify decisions relating to assessment.

5. Professionalism and Ethics

*Teachers know:*

• cultural and linguistic considerations related to communication and family engagement.
• relationship between reflection and instructional changes.
• learning is a reciprocal activity that connects and affects both learner and teacher.
• there are multiple ways of knowing that may be differ among students and their teachers.
• what resources are available in the school or the district and how to maximize the use of available resources in planning, assessing, instructing/engaging, and communicating.
• professional ethics including their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
• state and federal law requirements, state and district policies and regulations.
• institutional contexts, policies and practices influence inclusion of all learners and exclusion of some learners.

_Effective teachers:_

• use evidence to continually evaluate their practice, particularly the effects of their choices and actions on learner learning and adapt practice to meet the needs of each learner.
• ethically leverage technological resources to improve learning and communication.
• make informed decisions about current technologies and their applications related to improving learning.
• use and model safe, legal, and ethical use of technologies and information resources.
• maintain accurate instructional and non-instructional records.
• have ethical and professional relationships with learners, colleagues, and families from different cultural and linguistic backgrounds.
• follow school and district, state, and federal policies and regulations.
• communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
• engage in ongoing professional learning.
• demonstrate leadership.
• reflect on and meaningfully justify decisions relating to professionalism and ethics.

Future teachers at UW–Madison demonstrate that they have certain knowledge and can perform successfully as beginning teachers through a performance-based assessment system. In fall 2013, the School of Education adopted the Teacher Education Standards noted above as the benchmark for the assessment process. Students in each licensing program will have multiple opportunities to learn and to demonstrate knowledge of issues, information, and content related to the standards. These standards are integrated into the professional education courses in all teacher education programs and are further defined in each of the program areas.