Bemidji State University

SPED 5107: Professional Practice in Special Education III

A. COURSE DESCRIPTION

Credits: 2
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This two-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's fifth semester together with the final courses in the program. Signature Assessment 3 is completed in this course. Ten hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are required. Prerequisites: SPED 5105, SPED 5106, SPED 5600, and consent of instructor.

B. COURSE EFFECTIVE DATES: 08/21/2017 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Special Education: Elementary/middle/secondary literacy and math remediation instruction, assessment and practices, content area remediation, transition planning, behavior intervention planning, individual education plan development

D. LEARNING OUTCOMES (General)

1. candidates will present artifacts and signature activities to prove mastery and competence in the Special Education Standards tied to the SPED 6609 and/or SPED 6620 and/or SPED6630.
2. candidates will prepare and participate in the Minnesota Board of Teaching required Teacher Performance Assessment (TPA).
3. candidates will attend and participate in seminars (webinars) which highlight current practices in the area of Special Education at the secondary level. The webinars will focus on identifying strengths and needs of students with exceptionalities to establish a context for learning in the classroom(s) at their practicum settings. This will include, but is not limited to, the reviewing of the Individual Education Plan (IEP) of students.
4. candidates will identify factors that will impact student learning and list potential accommodations for optimal learning.
5. candidate will create a planning commentary for a 3-5 day teaching event.
6. candidate will present a video-taped lesson showing active engagement with student(s).
7. candidate will provide work samples and describe assessment method used to evaluate student work.
8. candidate will produce an assessment/lesson commentary after the teaching event.
9. candidate will place all artifacts into appropriate TaskStream areas of the shell.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted