

University of Utah
Department of Special Education
Special Education 5400/ 6400
Student Teaching: Preschool
Spring Semester 2003

Instructor: Catherine Nelson
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Office Hours: By appointment

Purpose:

To provide a comprehensive experience in a preschool setting. The experience is designed to be a practicum in all areas of special education preschool teaching.

Objectives:

1. Demonstrate knowledge and skill in individual educational program design, implementation and data collection in the areas of communication, preacademic skill attainment, and social development.
2. Demonstrate knowledge and skill in designing and implementing individualized programs that utilize peer-based intervention
3. Demonstrate knowledge and skill in designing and implementing individualized programs designed for implementation in homes
5. Demonstrate knowledge of the development of health care plans for students with special health care needs
6. Demonstrate skill in the delivery of instruction that includes data collection in large group settings, small structured group settings, learning centers, and one-on-one instruction.
7. (Graduate students only) Demonstrate knowledge and skill in the development and delivery of information to other instructional staff

Requirements:

- A. On-site placement in a preschool setting, fourteen hours (14) hours per week beginning

Jan.6 and ending April 23, 2003

B. Approximately 4 on-site observations/evaluations by university supervisor. Prior to each of these observation, the student will identify specific competencies to be observed and will provide the supervisor with copies of all materials, lesson plans, objectives etc. necessary for the activity.

C. Evaluations from the cooperating preschool teacher and cooperating early interventionist. Evaluations are to be completed informally throughout the student's placement. In addition, a minimum of 5 written evaluations must be completed during the placement. Forms will be provided for these written evaluations.

D. Completion of the competencies/assignments required for credit as outlined on the attached sheets. An individual contract will be written listing the student's placement and will outline specifically how these competencies will be met.

E. Completion of the Midterm Evaluation

F. Completion of the Comprehensive Evaluation of Teaching Competencies by the cooperating teacher, the university supervisor and the student teacher. An average of 3 must be obtained in each of the areas of the evaluation. This will be completed during the final week of the quarter.

Grading Procedures:

This class is listed as a credit/no credit class. An incomplete will only be given if arrangements are made prior to the beginning of the quarter or there is a medical emergency. A copy of the Student Teaching Grading Policies for the department is attached. Please read carefully and see me if you have any questions or concerns. In addition, I will be giving points for each of the competencies. A minimum of 80% of total points will be required for class credit. **350 points are possible for graduate students, therefore, 280. points must be earned in order to receive credit for this course. 325 points are possible for undergraduates. Therefore 260 points must be earned in order to receive credit.**

Assignments

1. Develop and implement an IEP instructional program for a preschooler with disabilities in the area of communication (25 points for design, 25 points for implementation = 50) Design due Jan 23
2. Develop and implement an IEP instructional program for a preschooler with disabilities in area of play/social skills (25 points for design, 25 points for implementation = 50) Design due: Jan 30
3. Develop and implement an IEP instructional program for a preschooler with disabilities in the preacademic area (25 points for design, 25 points for implementation = 50) Due: Design due: Mar. 13

4. Expand on one of the above plans to design and implement a plan for using peer-based intervention (25 points for design, 25 points for implementation = 50) Due: Design due: Mar 20
5. Expand on one of the above plans to design and implement a home plan (25 points) Due: Design due March 27.
6. Attend and participate in a transition meeting (25)
7. Observe special health care procedures of a preschooler and complete health care worksheet (25 points) Due: April 10
8. Attend and participate in a minimum of one IEP meeting for a student in your practicum site (25 points) Due: April 24
9. (Graduate Students only) Design and conduct an inservice for school staff (25 points) Due: May 1

10. Student descriptions

Prepare a description of each child in your preschool class. Include the child's first name and age, IEP/IFSP goals, strengths, weaknesses, behavioral observations and any other information you feel is pertinent. You will add information to these cards as the semester progresses. Your supervisor will want to see these cards during observations. Complete by Jan 30 (25 points possible)

11. Maintain a ring binder which will contain all of your student teaching materials, assignments, lesson plans, completed evaluations and the course checklist. You will be asked to share this with your supervisor during observations. Please have this notebook available for each of my visits and bring it to all seminar sessions.

12. Instructional Delivery

I will be observing each student a minimum of four times during the semester in preschool settings. Please let me know ahead of time which children you will be working with and their goals. I also need to see your lesson plan prior to the observation. Observations must include the student teacher in the following formats: a) individual tutoring with a child with severe disabilities, b) small group instruction with children engaged in same context activity with data taken on 1 child, 3 IEP goals, c) small group instruction, students engaged in different activities under one adult's supervision (e.g., centers), data taken on 2 children- 3 IEP goals each and d) large group instruction or activity IEP-based instruction for 3 students, 2 goals each.

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