

Department of Special Education

*SPED 772 - 02:* Supervised Clinical Teaching of Students with Disabilities: Part 1

Hunter College Learning Lab (HCLL)

Dr. Gina Riley

Email: [griley@hunter.cuny.edu](mailto:griley@hunter.cuny.edu)

Phone 845-300-5534

Online office hours each day from 6 – 7pm and by appointment:

Join Zoom Meeting

<https://zoom.us/j/3287375491>

Fall 2020 – non-edTPA

100% Online and Video Supervised

**Course Description (from catalog):**

Learning Lab is the core yearlong practicum experience in the Learning Disabilities Program at Hunter College. Off-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild cognitive impairment from grades 7-12. Teacher candidates learn to develop specialized reading instruction that is structured and sequential. In addition, teacher candidates learn to apply knowledge and skills about assessment, progress monitoring family, culture, and school relations into their instruction. Videotape and computer use are aspects of the course that will compliment coursework, seminars, and tutoring to build teacher candidates’ skills.

\*\*YOU MUST HAVE ACCESS to both Blackboard and your Hunter SOE Google Drive to fully participate in this course. If you do not have access to your Hunter SOE Google Drive (accessed through your Hunter SOE gmail), please email me ASAP.

\*\*\*YOU ALSO MUST HAVE access to a student with an IEP in grades 7 – 12 to tutor, with core needs in reading, writing, and math. If you have issues finding a tutee, please email me ASAP. You can choose what you would like to tutor in based on your tutee’s needs, but lessons also must address core topics in reading, writing, or math.

\*\*\*YOU must check your Hunter email (both myHunter and Hunter SOE gmail) EVERY DAY except Saturday within this course.

\*\*\*You can choose to tutor remotely using zoom or google meet.

Weekly announcements on Blackboard are essential and should be the first thing you look at each week.

**The Nature of the Course:**

This is an applied practicum in clinical teaching. Over the course of two semesters teacher candidates will engage in specially designed intensive teaching of a tutee with learning disabilities, focusing on what s/he most needs to learn for enduring academic success. The course involves preparation for two clinical teaching sessions per week, weekly written reflective logs and plans, ongoing assessment to guide instruction, coaching by a supervisor, video recording of sessions, individual conferences with a supervisor, creating instructional materials, and preparation of an end of semester clinical report.

***A grade of B or better is required to proceed to the spring half of the course. A grade of B- or less means you must petition the Special Education Department Chair to repeat the course the following fall semester.***

**COURSE REQUIREMENTS - Fully Online/Hybrid Learning Lab (non-edTPA)**

**In this course:**

Students use evidence-based practices in their clinical teaching experience. Technology is used to document self-observations while teaching, as well as a tool to for customized teaching of children with special needs. Through twice-a-week lessons, detailed reflective logs, and guidance in instructional practices from the course instructor, teacher candidates become reflective practitioners. In addition, teacher candidates become increasingly knowledgeable in their area of expertise and demonstrate effective teaching practices.

**Course Objectives**

## Participants will:

* Use educational assessments to evaluate the academic strengths and needs of students.
* Observe the individual characteristics of learners.
* Reflect upon the relationship between teaching and learning.
* Develop individualized instruction of learners.
* Use instructional strategies to target student needs.
* Differentiate instruction when and where necessary.
* Develop a student’s use and understanding of academic language through activities including reading, writing, listening, and speaking.
* Create customized lessons that provide structured, systematic, and sequential instruction.
* Assess students in an ongoing way to inform instructional planning.
* Subscribe to an organization affiliated with special education, such as The Council for Exceptional Children, and/or attend a conference, such as International Dyslexia Association.
* Collaborate to co-teach or co-plan lessons to students with learning disabilities.
* Create a professional portfolio comprised of lessons, logs, materials, and resources.
* Explore ways to advocate for students.
* Interact with parents and families to build a productive, mutually supportive relationship

**10 Important Course Requirements Related to Professionalism**

Participants will:

1. **Establish one or two colleagues who will obtain copies of notes and materials for you in the event of absence and collaborate on best practices throughout the semester. Please choose a learning lab buddy early on in the course.**
2. Attend ALL online modules. Please notify the instructor in advance if a online day or tutoring session is to be missed. Communicate your absences directly to the family as far in advance as possible.
3. Attend to online modules and tutoring on time. Failing to respond to an online module will constitute an absence. MORE THAN 1 ABSENCE will impact your course grade and jeopardize your chance to pass the course.
4. Fully engage in all seminar and online activities professionally and collegially.
5. Complete assignments on time and submit via the modality preferred by your supervisor.
6. Maintain ongoing cordial and professional contact with families about schedule and student progress.
7. Save all paperwork, waivers and identifying student information in a safe and secure location.
8. Review and adhere to video privacy statement outlined at the end of the syllabus.
9. Follow formats and procedures related to the technology used Blackboard and Hunter SOE google drive/gmail.
10. Adhere to self-scheduled conference appointment times. If a need arises to cancel a conference, please do so expeditiously to allow a colleague to sign up for the time slot. Unless you have an urgent issue to resolve, please do not sign up for a conference within 24 hours of the conference time as doing so allows your instructor little time to prepare.
11. Be responsible for backing up any and all digitally shared material. Keep your own versions and have redundant back-up systems.
12. By the end of the Spring semester, subscribe to an organization affiliated with special education, such as The Council for Exceptional Children, and/or *attend* a conference, such as International Dyslexia Association.

**Guidelines for Written Work**

In order to earn full credit lessons and logs should be:

* Typed or word-processed
* White paper
* Black ink
* 11-point, Arial font
* 1-inch margins
* Correct grammar and spelling
* All lessons must contain the correct lesson number and date and be clear enough where a substitute teacher could implement in your absence

**RECOMMENDED TEXTS**

NOTE: All recommended*texts were required in either SPED 771 or SPED 701 therefore you should only have to purchase these if you did not purchase them for your other courses. If for some reason you did not previously purchase Recipe for Reading or*Wilson Reading System Materials *for SPED 771 you can choose one or the other to buy after consult with your seminar instructor at the start of the semester.*

Leslie, L., & Caldwell, J. (2016).**Qualitative reading inventory**(6th Ed.)Boston, MA: Pearson. ISBN-10: 0134161025; ISBN-13: 978-0134161020

If needed:

**Wilson Reading System Materials**

Instructor Manual (ISBN 9781567780529, @ $33.00)

Dictation Book Steps 1 - 6 (ISBN 9781567780596, @ $ 22.00)

WRS Sound Cards (ISBN 9781567781564, @ $ 17.00)

Student Reader 1 (red stripe) (ISBN 9781567780673, @ $10.00)

**RECOMMENDED TEXTS (NOT REQUIRED)**

Hudson, P., & Miller, S. P. (2006). Designing and Implementing Mathematics

Instruction for Students with Diverse Learning Needs. Boston: Pearson Education. ISBN-13: 9780205442065 $85.34 (New)

Bird, R. (2017) The Dyscalculia Toolkit: Supporting Learning Difficulties in Math. Third Edition. Sage Publishing. ISBN: 978-1-4462-6719-6 $53.00 (New)

**Required Technology**

1. Working computer with stable Internet access and MSWord, access to Blackboard, myhunter email, and Hunter SOE gmail/google drive but is required. You must only use your Hunter SOE Gmail, which is FERPA compliant
2. Video recording device/cellphone with video capabilities *(used to record your tutoring sessions).*

**Technical and video related questions:**

The Frankfort Center of the Hunter SOE: <https://education.hunter.cuny.edu/about/centers-and-initiatives/frankfort-center-video/>

Permission forms for students working with video: <https://education.hunter.cuny.edu/academics/fieldwork/for-students-working-with-video/>

**ASSIGNMENTS**

The Hunter College Learning Lab is an intense supervised clinical teaching experience that is unique to Hunter College’s Learning Disabilities Program. You will spend the next year designing and individualizing instruction for a student with an IEP under the supervision of a faculty member who will give you weekly feedback and help you to develop your skills and knowledge as a special educator. The following assignments are intended to support you in your development, prepare you for certification requirements and future work with students.

**PERSONAL ESSAY**

**Please include:**

1. Full name, thumbnail photo of yourself, preferred nickname and cellphone number, and where you teach;
2. Background in education;
3. How you came to special education;
4. What you hope to get out of the Hunter College Learning Lab experience;
5. Is there anything special your instructor should know about you in order to best work with you?
6. Confirmation that you have read the syllabus carefully
7. Questions about the syllabus or Learning Lab

Length: About 2 pages single-spaced. Please use Arial 11-point type, single space with 1” margins on all sides for all written assignments. You will not be penalized for writing more.

**PRACTICE ASSESSMENTS SUMMARY AND REFLECTION**

After the first week, you will be expected to review and learn assessments tools that will help you customize lesson plans for your focus learner. In order to be prepared for administering assessments to your tutee, we ask that you practice administering the assessments. You are expected to administer, score, and write-up the results of administering several assessments that will be reviewed within the first few weeks of class. You’ll share a short clip (3 minutes) of yourself administering an assessment, and create a goal and assign interventions. You will post your video clip and questions/reflections you have related to the practice. *Submit on Google Drive, link to Blackboard*

**FALL CLINICAL TEACHING REPORT**

You will spend the next year getting to know your tutee through twice weekly lessons, assessments, previous reports, IEP review, and conversations with parents and teachers. The Fall Clinical Teaching Report is where you will formally discuss what you have learned about your student across several sections that include but are not limited to: Background, Assessment, Long Term Semester Goals and Short Term Learning Goals.

**SECTION 1 FALL CLINICAL TEACHING REPORT: BACKGROUND**

In this section you will describe what you have learned about your student from working with them as well as through a variety of sources including a parent interview, review of IEPs, previous reports, etc. You goal here is to get a sense of your tutee’s areas of strengths and challenges so that you can identify learning goals. You can gather this information from interviews with your tutee and their parent and/or teacher.An exemplar will be provided.

**SECTION 2 FALL CLINICAL TEACHING REPORT: ASSESSMENT**

In this section you will list the measures that you administered and the results/scores from these assessments. Initially, you will administer a variety of assessments in reading, writing, and math in order to establish your tutee’s baseline skills and learning style. Subsequently, you will administer on-going assessments in the areas that you are focusing on for the student’s learning goals. Please see *Section 2: Assessment* of the template and sample for Fall Teaching Report (will be available) on how to report your assessment results. An exemplar will be provided.

**SECTION 3 FALL CLINICAL TEACHING REPORT: LONG TERM SEMESTER GOALS & SHORT TERM INSTRUCTIONAL GOALS**

After getting to know your student and administering assessments, you will identify high needs instructional areas based on your assessment data and develop targeted goals. These long-term semester goals (e.g. To Develop Reading Comprehension) and related short term instructional goals (e.g. after 5 lessons Jose will be able to retell a 3 part work of fiction) will determine and drive the focus of your instruction this semester.

**SECTION 4 FALL CLINICAL TEACHING REPORT: AREAS WORKED ON AND PROGRESS SUMMARY**

By the end of the semester you will have gained some insight into how to individualize instruction for your student given their particular learning profile. Through lesson preparation, instruction, and assessment, you will have learned what their needs are and how to accommodate and/or modify accordingly. In this section of your Fall Teaching Report you will summarize the areas that you worked on, how your student made progress, and what you have learned both about your student and what you need to do to be effective in teaching them. You should describe your tutee’s growth in achieving success on their goals. An exemplar will be provided.

**SECTION 5 FALL CLINICAL TEACHING REPORT: FUTURE INSTRUCTIONAL PLANNING GOALS FOR SPRING, TEACHER GOALS AND RELATED NEXT STEPS, CITATIONS AND MATERIALS USED**

In preparation for spring semester, and given what you have learned about your student you should identify 3-5 goals for your student and 1-2 goals for yourself for next semester. You will also cite the materials and methods used this semester. An exemplar will be provided. You will build on this fall report come Spring, please save it.

**LESSON PLANS OR COLLEAGUE OBSERVATION: 18 lessons required total in the fall. If you do not have 18 lessons total by the end of the semester, you will not pass the class.**

Due as determined by the syllabus; the required template is available and will be distributed and reviewed. You will be expected to tutor your tutee for a total of **18 sessions over the course of the semester. Each session will last at least 40 minutes.** We take lessons and absences seriously. If you are absent, you should always make up the session with your student. If your student is absent, you must make up the session. Please maintain contact with the parent/student if they are absent and inform your instructor ASAP after two absences so that we can address it and assign you a new student if necessary.

You will tutor for a total of 18 sessions, twice weekly, with each session lasting at least 40 minutes.

Students will select a focus learner based on the following criteria: The potential tutee must 1) have an IEP 2) have foundational \* needs in the area(s) of reading, writing, and/or math as determined by the required assessments provided by this course in the “Assessment Kit,” and 3) be in the grade range for which you are seeking teacher certification. Keep in mind that the first two lessons will be provided in the assessment kit, with room to add your own rapport-building touches. You should begin thinking about the criteria and potential tutees that you would like to assess as soon as possible as the assessments may need to be re-administered to a different potential tutee in order to find a suitable match. Use resources in your school to help you connect with a good match and do not overlook the attendance record as it should also inform your decision.

Though the first two lesson plans (all assessment) are provided, you may need to assess more than one potential tutee to find one with appropriate needs for the requirements. Students need to secure a tutee to work with before the first week in October. If students have not successfully found a tutee in his/her school, he/she will need to branch out in his/her search well to avoid falling behind. You should plan to have all of your required assessments completed with the student you will be working with the second week of October. You may do the first two lessons several times with different students in order to identify an appropriate tutee - the TOTAL number of sessions for the chosen tutee must equal 18. The two lessons you completed to assess your student count towards your total of 18 sessions. Remember to set the schedule early on. Some graduate students in this course have found it helpful to plan out a month at a time and share the calendar to account for holidays, etc. that impact your regularly scheduled dates and address make up sessions a month ahead of time.

Please note: you will be videotaping at least 3 sessions within a semester. I generally ask for 2 short video clips and 1 whole session clip.

**Logs & Related Assignments**

Weeks 1-6 of this course are considered the ***assessment phase or pre-tutoring phase***. Each week, by 11:59 Saturday evening, you must view all material, post your log, and complete any assignment within the weekly link or in the syllabus. Do not begin regular tutoring until you have a tutee secured (meeting all criteria after your assessments and with complete paperwork) AND you have conferenced with your instructor. You may need some redirection before proceeding.

1. After the first week, you will need to submit WEEKLY communication (updates) via logs about where you are in your progress towards finding a tutee. These weekly updates are essential to professionalism and to your success in the course. Missing these assignments constitutes an absence and can jeopardize your standing in the course.
2. The pre-tutoring phase will conclude when you have assessed your tutee and submitted sections 1 and 2 of your Fall Clinical Teaching Report.

**Lesson Plans, Logs, Student Work, Progress Monitoring and Videos (Formats to be provided)**

Weeks 7-13 (Tutoring Phase) you will be accessing materials as needed in the Reading, Math, and Writing Resource area of your course platform and/or developing or using methods and materials of your choosing. You will create and submit short-term goals and objectives (section 3 of your Fall Clinical Teaching Report) which should provide you, your instructor, and your tutee with a map of what you plan to teach and how. Your instructor will provide you with feedback through your logs and conferences. You will continue to communicate weekly through logs (one page per two lessons). All of your work in this phase will be shared on your course platform with the exception of videos which will always be shared your Google Drive.

1. Note that each week of the tutoring phase, you will be sending me **2 lesson plans and 1 Log**

Logs: After completing tutoring for each week of lessons, you will post a log (replaces the weekly updates at the start of the semester once tutoring begins, and sample of student work)

IF YOU WERE NOT ABLE TO TUTOR TWICE IN ANY GIVEN WEEK THROUGHOUT THE SEMESTER – YOU MUST STILL POST A LOG ON TIME (one sentence will do). *For example: My student was absent this week on one of the two days that we have scheduled tutoring. I have three sessions scheduled for next week and will provide a longer log.*

In order to receive credit for a tutoring session, you must have reflected on it in a log. By the end of the fall semester, you should have reflected on 18 lessons through your logs. Logs will not be accepted late. Zeros for weekly communication/logs cannot be made up.

**Student Work:**

Each week you will need to share student work captured in tutoring. Train yourself to capture something by photo or scan related to your selected objectives in terms of student work each time you work with your student. You will pare down what you have when you organize your ePortfilio.

1. Video clips: Twice during the semester you must submit 3-5 minute video clips. At the end of the semester, you will share one large video. Each video could be an unedited continuous clip from one session. You will write a brief (a few sentences) summary of what transpired in your session, and point the viewers to a question you have or content for which you’d like specific feedback. You can choose to highlight an area of concern (academic, behavioral, or pedagogical) and/or share a proud moment (in your teaching or in your student’s learning).  *Shared on Google Drive, Linked to Blackboard*.

Weeks 13 – 15 Re-assessment of your tutee should be completed in the first week of December, leaving you plenty of time to provide some goal setting with your tutee for the spring, celebration of effort/progress, polishing your ePortfolio, and writing up your assessment findings/reporting on your work throughout the semester in the Fall Clinical Teaching Report.

Do be in regular communication with your instructor, via your logs and conferences. It is essential that you reflect on your teaching via logs before moving on to your next lessons. **Read and consider your instructor’s feedback.** This process is as much for you as it is to help your instructors to guide you and provide the most effective feedback.

You must not be late submitting lessons and log assignments. Refer to the pacing calendar often, knowing that the dates provided therein are the absolute last date possible to submit each assignment.

**ePortfolio**

You will use Google Drive to submit an eportfolio.

Throughout the semester, you will have collected weekly work samples and data from progress monitoring to be shared along with your lesson plans. Your instructor will be providing you with much more information about this process once you have received your log in information from Hunter College.

The portfolio will be reviewed for feedback and assignment grading throughout the semester by your instructor and evaluated for cumulative grading at the end of the semester. *Created on Google Drive.*

**Individual Conferences with Instructor**

You will discuss the progress of your tutee, your planning and teaching, and ask any questions. You MUST CONFERENCE WITH YOUR INSTRUCTOR AT LEAST 4 TIMES PER SEMESTER (ONCE PER MONTH) via phone or zoom. You will have an initial conference once you have assessed your tutee, and follow up conferences to provide you with more feedback and support as you work towards your goals and the end of the semester. Conferences are booked in 15-minute slots. Conferences are held by phone or through Zoom. It is your responsibility to reach out to your instructor at the time you scheduled.

It is unprofessional to miss a scheduled conference as you have taken another student’s opportunity for a conference as well as disregarded your instructor’s time. Cancel your appointment if you have some notice or send an email before your appointment to let your instructor know if you can’t make your scheduled appointment.

\*\*YOU CAN EMAIL, CALL, or TEXT me at ANY TIME outside your traditional conference times\*\*\*

Lesson Plan Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exemplary (5pts) | Exceeds  (4pts) | Meets  (3pts) | Approaches  (2pts) | Falls Below  (0 points) |
| Instructional Design | Lesson plan includes clear signs of planning and organization as well as a logical flow, with a clear beginning, middle and end to the lesson  Lesson contains relevant learning outcomes as well as specific due dates for those outcomes  All instructional materials are age and learner appropriate, ad-free, free of errors  Lesson plan contains activities for parental/home implementation and support  Lesson Is UDL friendly, contains multisensory elements and is accessible to those with different abilities  Lesson is generalizable to the real world | Lesson plan includes clear signs of planning and organization. Logical flow is demonstrated throughout the lesson  Lesson contains relevant learning outcomes as well as estimated due dates for outcomes.  Some Instructional materials are age and learner appropriate and free of errors  Lesson plan contains some activities for parental/home implementation and support  Lesson attempts to be UDL friendly, multisensory, and accessible to those with different abilities  Lesson Is generalizable to the real world, however, the generalization is not clear or explicitly specified | Lesson plan includes clear signs of planning and organization. Logical flow attempts to be demonstrated through the lesson  Lesson plan contains relevant learning outcomes, but no specific or estimated dates for the achievement of outcomes  Instructional materials are age appropriate and error free but may not take specific learner in consideration  Lesson plan contains little attempt at activities for parental/home implementation and support.  Lesson seems accessible but not UDL friendly or multisensory for those with different abilities  An attempt is made to contain some multisensory content  Lesson is not clearly generalizable to the real world. | Clear signs of planning and organization/logical flow is not demonstrated throughout the lesson plan  Relevant outcomes are referred to but not explicitly stated.  Instructional materials are not well curated and/or contain ads or spelling/grammar mistakes.  Activities for parental/home implementation are implied but not explicitly stated within lesson plan  Lesson plan shows an attempt is made at UDL friendliness, and accessibility, but it is not demonstrated within the lesson.  Lesson shows little generalizability to the real world | Lesson Is not organized or well planned  Lesson plan does not contain learning outcomes  Instructional materials are poorly thought out, contain spelling or grammar mistakes, and/or are not ad-free  Lesson plan does not contain activities for parental/home implementation and support  Lesson is not UDL friendly, multisensory, or accessible for those with different abilities  Lesson is not generalizable to the real world, and no attempt is made to generalize content to the real world |
| Learning Environment | Tutor creates a highly interactive virtual environment  Tutor is present, proactive, and engaged throughout the lesson  Tutor personalizes the content by making references to connect learners’ interests, strengths, family, culture, traditions or values as part of the learning experience | Tutor creates an interactive virtual environment  Tutor is present, proactive, and engaged for a majority of the lesson  Tutor personalizes the content by making references to connect learners’ interests, strengths, family, culture, traditions or values as part of the learning experience for a majority of the lesson | Tutor creates a highly interactive virtual environment  Tutor is present, proactive, and engaged for some of the lesson  Tutor personalizes the content by using names, and making references to connect learners’ interests, strengths, family, culture, traditions or values as part of the learning experience for some of the lesson | Tutor creates a highly interactive, virtual environment for a small part of the lesson  Tutor is present, proactive, and engaged for a small part of the lesson.  Tutor personalizes the content by using names, and making references to connect learners’ interests’ strengths, family, culture, traditions or values as part of the learning experience for a small part of the lesson | Tutor does not create an interactive virtual environment  Tutor seems distracted and disorganized  Tutor seems to create little/no connection to student’s interests/strengths/family/culture/traditions/values as part of the learning experience |
| Student Engagement | Tutor uses both explicit instruction and active learning within their session.  Tutor uses appropriate tools and materials to motivate learners (i.e.: music or video)  Tutor uses UDL principles through giving choice assignments, projects, or utilizing interactive games/maps. | Tutor uses both explicit instruction and active learning for a majority of their session  Tutor uses appropriate tools and materials to motivate learners (i.e.: Music or video) for a majority of the lesson  Tutor uses UDL principles through giving choice assignments, projects, or utilizing interactive games/maps for the majority of the lesson | Tutor uses both explicit instruction and active learning for some of the lesson  Tutor uses appropriate tools and materials to motivate learners (i.e.: Music or video) for some of the lesson  Tutor uses UDL principles through giving choice assignments, projects, or utilizing interactive games/maps for some of the lesson | Tutor uses both explicit instruction and active learning for a small part of the lesson.  Tutor uses appropriate tools and materials to motivate learners (i.e.: Music or video) for a small part of the lesson  Tutor uses UDL principles through giving choice assignments, projects, or utilizing interactive games/maps for a small part of the lesson | Tutor does not use both explicit instruction and active learning within their session.  Tutor uses no tools or materials to motivate learners (i.e. music or video)  Tutor does not use UDL principles or choice assignments, projects or interactive games or maps. |
| Assessment and feedback | Tutor provides comprehensive and encouraging feedback that leads to improvement of performance  Tutor assesses student both informally and formally within the lesson through use of games, quizzes, online tests, etc.  Tutor seeks feedback from student on lesson and on ease of online technology and accessibility | Tutor provides comprehensive and encouraging feedback that leads to improvement of performance a majority of the time  Tutor assesses student both informally and formally within the lesson through use of games, quizzes, online tests, etc. for a majority of the time  Tutor seeks feedback from student on lesson and on ease of online technology and accessibility for a majority of the time | Tutor provides comprehensive and encouraging feedback that leads to improvement of performance some of the time  Tutor assesses student both informally and formally within the lesson through use of games, quizzes, online tests, etc. sometimes  Tutor seeks feedback from student on lesson and on ease of online technology and accessibility sometimes. | Tutor provides comprehensive and encouraging feedback that leads to improvemnent of performance for a small part of the lesson  Tutor assesses student both informally and formally within the lesson through use of games, quizzes, online tests, etc.  rarely  Tutor seeks feedback from student on lesson and on ease of online technology and accessibility rarely | Tutor does not provide comprehensive and encouraging feedback that leads to improvemnent of performance  Tutor does not assess student informally or formally within the lesson through use of games, quizzes, online tests, etc.  Tutor does not seek feedback from student on lesson and on ease of online technology and accessibility |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SELF-REFLECTIVE LOGS for Clinical Teaching: Rubric | | | |
| Unacceptable **0** | **Marginal**  **✓-** | **Proficient**  **✓** | **Exemplary**  **✓+** |
| Generalizations about activities of HCLL sessions.  Lack of specifics on which to base next steps. | Sketchy and incomplete regarding teaching and learning during HCLL sessions.  Lack of specifics in many areas. | Descriptive of both teaching and learning during HCLL sessions.  Provides specifics upon which to consider next steps. | Proficient, *plus*:  Particularly vivid descriptions with *particularly self-challenging next steps*. |
| Largely oblivious to feelings and perspectives of self and/or student. | Relates to some of the feelings and perspectives of self and/or student, but with little insight into the value of considering these instructionally. | Thoughtful about what occurred in the session and about the feelings and perspectives of both self and student. | Proficient, *plus*:  Links insights from sessions to effective instruction, *with clarity around tutor’s own strengths and short-comings*. |

**Fall Evaluation Rubric**

|  |  |  |
| --- | --- | --- |
| Assignments | **Points** | **Score** |
| **Personal Essay** | 5 |  |
| **Practice Assessments Summary and Reflection** | 5 |  |
| **Final Draft of All parts due of Fall Report**   * Part 1 Draft of Background and Identifying Information * Part 2 Draft of Assessment Results * Part 3 Draft of Long Term Semester Goals and related Short Term Learning Goals * Part 4 Progress Summary – Final * Part 5 Instructional Planning Goals, Teacher Goals and related next steps and citations – Final | 10 |  |
| **Cumulative overall assessment of clinical teaching and professionalism**  This will be assessed via evaluation of: On time *weekly submission of 2 Lesson Plans (20 in total)* on time submission of all required assignments, lesson planning and delivery, initiative to explore methods and research, collegiality, active seminar participation, sensitivity to the academic and emotional needs of your tutee, punctuality and attendance, responsiveness to feedback, and final evaluation of your clinical teaching portfolio and the work housed within. Clinical teaching and professionalism will be evaluated both quantitatively via use of a clinical teaching rubric and qualitatively via ongoing faculty observation and feedback. Factored into this grade will be the successful completion of a minimum of 20 Lesson Plans and completion of a polished clinical teaching portfolio. **Please note that plans and logs will not receive credit if submitted late and that late submission of any work will impact this component of your grade.** **Instructors are not required to score work that is submitted late.** | 30 |  |
| **Video Clips** | 10 |  |
| **Weekly updates/Reflective Logs**  Logs may not be late. | 20 |  |
| **Conference Appointments** | 20 |  |
| Points Possible | 100 |  |
|  | **TOTAL** |  |



**LEARNING LAB**

**2020 edTPA Aligned**

**REFLECTIVE LOG FORMAT**

***You should complete ONE log for every TWO lessons.***

Name of Tutor: Name of Tutee (First name and last initial only): Grade and Age:

Lesson # Date: Time:

Lesson # Date: Time:

Learning Goal:

**Planning**

1. Name the short-term learning goals and related measurable lesson objectives for the two lessons described in this log
2. Which required course texts did you use to facilitate planning of the two lessons described? What digital tools did you use? If not required texts what are the specific sources of materials used? Are you trying any new methods? How is this going?
3. Describe some supports that you planned for and provided, either remote or in person (Supports include specific instructional strategies, how you structured or sequences activities, strategically selected materials, accommodations and scaffolding, modifications, assistive technology and intentionally faded prompts.) Did the supports go as planned?

**Instruction**

1. Briefly describe highlights related to your lesson planning, instruction, and how your student responded. Be specific and if you say that something went well, or did not go well try and cite evidence that proves it.
2. Did you incorporate any elements of the Bakers Dozen this week? If so, which elements? Did you incorporate any UDL (Universal Design For Learning) principals this week? If so, which principals? What new digital tools did you use?
3. Discuss any examples of student engagement, motivation, and/or the development of rapport that you feel particularly proud of or excited about. Try and include examples that are connected to instruction and academic goals.

**Assessment**

1. Describe or list formative and/or summative assessments administered and how you are collecting evidence of progress toward short-term learning goals and the related lesson objectives noted above. Did your tutee make progress? How do you know? If you are not yet collecting evidence of progress how might you plan to do so next week or in the future?
2. Explain how you involved the focus learner in monitoring his/her own progress this week, or how you might involve the focus learner in this process next week or in the future?

**Teaching Toward Independence**

1. How did you (or could you) teach toward generalization or maintenance of the skills taught during these two lessons?
2. How did you (or could you) help your tutee begin to self-evaluate, self-reflect or self- correct to improve performance related to the skills taught during these two lessons?

**Next Steps**

1. Any questions and comments for your supervisor, or that you’d like to pose to your seminar for discussion?
2. To do list: After teaching these lessons, how will you prepare for the next two?
3. Do you have any concerns about absences or tardy arrivals? If so please be specific about dates and times. Do you need support or follow-up in this area?

Student work added to Google Drive.



**LEARNING LAB**

**Baker’s Dozen Self-Assessment of Clinical Teaching**

**Specially Designed Instruction Fall 2020**

**INSTRUCTOR COPY**

Complete this Self-assessment Part 1 (two copies) at the beginning of the Spring Semester and indicate your rating by circling the appropriate. You will submit one copy to your instructor and please hold onto a copy of Self-Assessment for yourself. At the end of the Spring Semester, you will complete Part 2 of this Self-assessment and indicate by marking an X over the appropriate rating of your skills.

Self-Assessment: 1 = undeveloped; 2 = developing; 3 = proficient; 4 = exemplary

|  |  |
| --- | --- |
| **Part 1 (Indicate by circling O): Date\_\_\_\_\_\_**  **Part 2 (Indicate by marking with X): Date\_\_\_\_\_\_** | **Rating** |
| 1. Direct explicit teaching / explicit structure | 1 2 3 4 |
| 2. Sequential skill / concept development | 1 2 3 4 |
| 3. Regulate the amount and type of information to be learned | 1 2 3 4 |
| 4. Teach skills in isolation, then mix | 1 2 3 4 |
| 5. Systematic practice, especially distributed practice and spiraling periodic review. | 1 2 3 4 |
| 6. Teach to mastery (when appropriate) | 1 2 3 4 |
| 7. Instructional intensity, including appropriate pacing and tempo, interactivity, learning trials, student engagement, teacher determination | 1 2 3 4 |
| 8. Provide multiples: multiple models / multiple examples (and non-examples when appropriate) (especially digital) | 1 2 3 4 |
| 9. Timely, specific positive and corrective feedback | 1 2 3 4 |
| 10. Multisensory teaching – active / moveable / engaging digital materials | 1 2 3 4 |
| 11. Teach generalizable organizational frameworks / apply skills to new situations / deliberately teach for generalization | 1 2 3 4 |
| 12. Progress tracking – set goals and keep track | 1 2 3 4 |
| 13. Develop the student’s metacognitve skills and sense of self-efficacy / engage student in his or her own learning (e.g., student choice and input) | 1 2 3 4 |



**LEARNING LAB**

**Professional Organization Requirement (To be completed by the end of the Spring semester or anytime before.)**

As professionals, special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Membership in professional organizations can play a significant role in a teacher’s professional growth and development. There are a multitude of national, state, and local professional organizations. Often it is a challenge to choose which memberships to maintain and where to focus participation efforts. Check with your professors and colleagues for recommendations. Organizations you may wish to join **are the Council for Exceptional Children (CEC**) or **International Literacy Association (ILA)**. To explore membership in professional organizations, you should fulfill the requirements of **ONE** of the following Options:

**Options 1: Join A Professional Organization**

To fulfill the requirement you should submit: (a) a Xerox copy of your membership card and (b) a list of the journals you receive as part of your membership.

**Option 2: Attend a Professional Conference**

To fulfill this requirement you should submit: (a) a Xerox copy of the cover of the conference program, along with the program descriptions of three conference sessions you attended (b) a statement of what you learned at this conference.

**Professional Organization Resources**

Counsel for Exceptional children and conference info: <https://www.cec.sped.org/>

The International Dyslexia Association Conference info:

https://dyslexiaida.org/future-conferences/

National Counsel Teachers Mathematics (NCTM): https://www.nctm.org/

International Literacy Association: <https://www.literacyworldwide.org/>

**VIDEO: MAINTAINING PRIVACY AND FERPA COMPLIANCE**

Every teacher candidate for a degree or certificate at the Hunter College School of Education is required to go through a process of video analysis of their teaching. As part of the fieldwork, student teaching, or practicum courses, teacher candidates record video of their teaching. **IT IS THE RESPONSIBILITY OF THE TEACHER CANDIDATE TO ENSURE THIS TEACHING AND LEARNING PROCESS IS FERPA COMPLIANT**

For the video analysis process, **teacher candidates must only upload videos to FERPA complaint platforms**. At the Hunter College School of Education, the following platforms have been approved:

* **@huntersoe.org** accounts: These include a FERPA compliant, cloud-based drive to upload videos for analysis by SOE faculty.

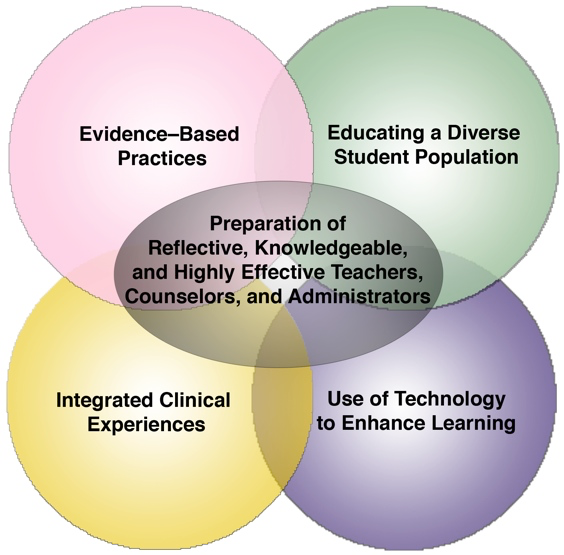
**Please note that personal email accounts (including your personal gmail account) and YouTube are not FERPA compliant, do not protect student privacy, and are not appropriate for video analysis.**

It is imperative that teacher candidates ONLY use these approved FERPA complaint platforms for their video analysis. If teacher candidates upload their videos to any other platform (e.g. YouTube, email, or personal Gmail drive) it VIOLATES FERPA and creates an opportunity for children’s faces and/or voices to be exposed without parental consent. In addition toexclusively using these approved platforms, **at the end of each semester**, it is the teacher candidate and professor’s responsibility to delete any video from smartphones, computers, or other electronic devices to ensure that any risk of exposure does not continue after the course is completed.

**For Technical Assistance:** The Frankfort Center of the Hunter SOE: <https://education.hunter.cuny.edu/about/centers-and-initiatives/frankfort-center-video/>

**Hunter College School of Education Mission**

The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social and emotional development of their students.



**The Conceptual Framework of the HC School of Education**

***Evidence-Based Practices***

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and impr ovement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.

**Integrated Clinical Experiences**

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City and surrounding areas. We provide extensive fieldwork with supportive supervision in these schools. Our candidates engage in carefully sequenced and comprehensively assessed clinical experiences prior to their graduation.

**Educating a Diverse Student Population**

The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities and prior knowledge. We teach candidates to create humane and ethical learning communities in their classrooms and schools. They gain the ability to collaborate successfully with parents, families, community members, school faculty and staff in order to provide this support.

**Use of Technology to Enhance Learning**

The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners. Formative and summative assessments of our candidates’ technology competencies are a critical component of preparing them for tomorrow’s schools. We believe that appropriate uses of educational technology enhance learning, assessment and communication.

**Ten Standards: The Council for Exceptional Children Content Standards**

The council for exceptional children (CEC) is the world’s largest professional organization speaking on behalf of individuals with disabilities and/or giftedness. CEC is also the national accrediting body for programs preparing teachers in Special Education. Teacher education candidates in Hunter’s Department of Special Education must demonstrate knowledge and skills specific to each of CEC’s ten Content Standards. During the course of each candidate’s program, student performance data is gathered for each of the standards. The objectives for this course correspond with the following CEC standards:

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 6: Language

Standard 7: Instructional Planning\*\*

Standard 8: Assessment

Standard 9: Professional and Ethical Practice

Standard 10: Collaboration\*\*

\*\* Denotes that student performance data is collected for these standards.

**Academic Integrity Statement**

Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating one examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter Academic Integrity Procedures.

**Expectations for Written Proficiency in English**

Students must demonstrate consistent satisfactory written English in coursework. The Hunter College Writing Center provides tutoring to students across the curriculum and at all academic levels. For more information, see [http://rwc.hunter.cuny.edu](http://rwc.hunter.cuny.edu/).

**Access and Accommodations for Students with Disabilities:**

Students with disabilities should contemplate the benefits of registration with the *Office for Access and Accommodations*. Students with disabilities are protected by the Americans with Disabilities Act (ADA), which requires that they be provided equal access to education and reasonable accommodations. For information and assistance, contact the Office for Access and Accommodations in Room E1124 or call 212.772.4857 or TTY 212.650.3230.

**HC Special Education Department Policy on Teacher Candidate Professionalism**

*The following applies across all HC Special Education courses, those held in-person, as hybrids, and online:*

Professionalism is a basic expectation of educators and of those preparing to be educators. Professionalism encompasses cordial and timely communication*,* attentiveness to tasks and speakers, consistent class attendance and, of course, honesty. Along with academic standing and instructional skill, candidates’ professionalism determines whether they are recommended for certification.

**Specific professionalism requirements throughout the HC Department of Special Education:**

Initiative and effort (hallmarks of professionalism)

Timely respectful communications (face-to-face, written and electronic)

Focused class participation and attentiveness to others (no cell-phoning, text-messaging, web-surfing, etc.)

Timely submission of classwork/assignments

Consistent on-time attendance**.** *Please note:* Attendance at all class sessions is required.*Student responsibilities re absence and/or lateness:*

a) Communicate with instructor in advance.

b) Secure content, handouts, etc. *from a classmate*.

c) Early in the semester, arrange for class colleagues for support.

d) ONE absence will affect the course grade; more than ONE may precipitate a failing grade.Therefore, upon missing two or more sessions, initiate a meeting with the instructor to discuss the grade jeopardy.

**Lack of Professionalism**

Breaches of professional conduct are serious. Persistent lack of professionalism will result in significant consequences, including *increasing* grade penalties and serious jeopardy of a failing course grade. A pattern of infractions may also result in a formal meeting with the course instructor, program coordinator, department chair, or dean.