

Revision 12/14/08

Molloy College
Rockville Centre, New York 11571

COURSE OUTLINE

Division of Education

Spring Semester

EDU 487:Adolescent/Special Education
Student Teaching

Supervision Faculty

Catalog Description:

Developmental and learning processes, cultural heritage, and family factors of adolescence/special education will be considered in the full time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Adolescence/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 7-12. (one placement 7-9; one placement 10-12) Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice.

Pre-Requisite: Successful completion of Phase I and Phase II

Co-requisite: EDU 488

Course Objectives

Teacher candidates will:

Demonstrate knowledge and understanding of subject matter by planning and implementing content rich learning experiences.

Demonstrate knowledge of student development by designing grade and age appropriate learning experiences.

Demonstrate knowledge of differences in how students learn by creating differentiated learning experiences containing tiered objectives, learning activities, and evaluation criteria.

Demonstrate the ability to employ a variety of instructional strategies and techniques that will encourage each student to develop critical thinking and problem-solving skills by refining questioning skills and techniques.

Demonstrate the ability to integrate technology into classroom instruction.

Demonstrate the ability to create a learning environment that encourages active and engaged learning for diverse students as indicated by student interest and enthusiasm.

Demonstrate the ability to model effective methods for adapting curriculum for students with special needs while preparing them to attain high levels of academic achievement and independence.

Demonstrate the ability to design and implement a variety of formal and informal assessment strategies to evaluate students' progress by developing and using numerous forms of alternative assessments.

Demonstrate reflective teaching skills that will enable the teacher candidate to evaluate the impact of his/her actions on students, parents, and other professionals by developing and maintaining a teaching journal.

Demonstrate the ongoing development of teaching dispositions by providing specific examples in the teaching portfolio such as feedback from students, parents, and colleagues.

Demonstrate the ability to develop a reflective, standards-based portfolio that is a continuing examination of personal philosophy, teaching dispositions, and skills.

Demonstrate the ability to plan and implement comprehensive lessons that address the needs of diverse learners by developing specific adaptations needed to insure learning.

Demonstrate the ability to work with family, school colleagues, and the community to support student learning by participating in parent conferences, PTA meetings, faculty meetings, and community functions.

Course Requirements

1. Observations

The teacher candidate will be assigned a college supervisor who will observe him/her at least four times (two in each of the placements.) If it is deemed necessary by either the cooperating teacher or the college supervisor, more visits will be scheduled. (Benchmark Assessment onto Chalk and Wire- One Molloy College Lesson Plan and One Teaching Performance for EACH placement)

2. Teacher candidates will maintain a weekly plan book.

3. Teacher candidates must attend and participate in a supervised weekly seminar on campus for one hour a week.

4. Teacher candidates will continue to develop and refine a benchmark portfolio with the goal of presentation at the end of the semester. (Benchmark Assessment- Case Study)

Case Study Assignment

Teacher candidates will prepare a case study of a student in his/her field experience who has an Individualized Educational Plan. Teacher candidate must analyze and interpret the special learning needs (strength and weaknesses), mandated services, modifications, transitional plans, and short and long-term goals and objectives for this child.

Teacher candidate will observe the child in three settings(two educational one non-educational) over a period of time. Data on observations will be recorded in order to construct a multidimensional picture of the needs and behaviors of the individual being observed. Case study should reflect whether the needs of the student are or are not being met in each setting. Several selections of the student's class work can be attached to the case study to provide further understanding of the chosen student.

5. Teacher candidates must attend two non-credit professional development workshops.

6. Teacher candidates will follow the calendar of the partner field school for the duration of the semester.

7. **Final Evaluations done by Molloy College Field Supervisor and Clinical Faculty (Site teacher). Voucher given for 1 ½ Molloy College credit to Clinical Faculty.**

E-Mail Policy:

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

E-Portfolio Account:

All Molloy teacher candidates **must purchase an e-portfolio account through the Molloy bookstore.** All benchmarks assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

Attendance At Professional Workshops And Conferences:

Participation in professional workshops and conferences is an integral part of being a well informed teacher. All teacher candidates are required to attend **two Molloy College sponsored** workshop/conference each semester. These conferences are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of Kappa Delta Pi, etc.

Workshops and Conferences which teachers are required to attend as part of their teaching contractual obligations (such as Superintendent's Conference Days and district sponsored conferences) **may not** be considered to fulfill this Molloy College Professional Workshop/Conference requirement. *Workshops in Training in the Identification and Reporting of Child Abuse and Neglect, Principles of Chemical Dependency and School Violence Prevention and Intervention* workshop required by New York State Education Department required for teacher certification **do not** fulfill this Molloy College requirement.

New York State Certification Requirements

1. **Student teachers must get fingerprinted.**
2. **Set up Teach account.**
3. **Teacher candidates must receive a passing grade on required NYS teacher certification exams for initial certification**
4. **Attend three workshops: Child Abuse Identification, Chemical Dependency, School Violence Prevention and Intervention for initial certification**
5. **College Recommendation**

