



EDSP 4960: Special Education Field Experience Fall 2024

Course Instructors

University Supervisors:

See Email from Field Placement Office

Other Contacts:

Dr. Jennifer Hall, Special Education Field Placement Coordinator, jgh3@clemsn.edu

Dr. Catherine Griffith, Special Education Area Coordinator, cgriffi@clemsn.edu

Course Meetings

August 21	4960 Field Experience Orientation	8:00-11:00am	Godfrey G01
August 26 - December 5	4960 Field Experience MTWTH	7:45-11:00am	Local schools
*Sept 9 – Dec 5	4960 Tuesday Seminars (*approx. 4/semester)	5:00-7:00 pm	Tillman 317

College of Education Announcements

College of Education Mission: The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson’s land-grant mission to better the lives of South Carolina’s citizens.

College of Education Commitment to Diversity: The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/education/about/diversity-plan/index.html>

Accreditation and Assessment Practices: Clemson University and the College of Education are required to collect candidate performance data for national, regional, and state accreditation. Anthology is a required purchase for all education majors. This web-based assessment data management tool is used by the CoE in multiple ways and students will experience seamless assessments using embedded links in Canvas.

Academic Integrity Policy: As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we

recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Learning for resolution through that office. In cases of plagiarism instructors may use the [Plagiarism Resolution Form](#).

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden. See the Undergraduate [Academic Integrity Policy website](#) for additional information and the current catalog ("Academic Regulations" section) for the policy. Send questions to UGSintegrity@clemson.edu.

Accessibility Statement: Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations. You can also reach out to SAS with questions by calling 864-656-6848, email CUSAS@clemson.edu or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

Clemson University Title IX Statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Emergency Preparation: Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an [active threat](#) in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for [emergency alerts](#). Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian app](#) to your phone. (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to [prepare yourself](#) for the hazards that affect our locations. (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

Course Structure and Expectations

EDSP 4960 Requirement for SC Teacher Certification: The Bachelor of Arts degree in Special Education prepares students to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Multi-Categorical Special Education Licensure in South Carolina. Once admitted to the professional level, candidates must maintain a 2.75 GPA to advance through the professional level coursework sequence. To be recommended for certification, candidates must earn a C or higher in all education courses at the professional level and a B or higher in **EDSP 4960** and **EDSP 4980**.

Course Description: Provides theory and research of evidence-based instruction and extensive practice prior to the directed student teaching experience for potential special education teachers preparing to work with students with mild to moderate disabilities.

Course Rationale: This course provides practical experience for potential special education teachers by assigning them to a classroom in the school district to work with students with disabilities. In the setting students are supervised by university faculty and mentor teachers.

Course Prerequisites: EDSP 3700, 3760, 3730, 3750, 4910 **Course Co-requisites:** EDSP 4920, 4930, 4940, 4970

Required text/materials

- <https://www.cec.sped.org/> CEC —student membership: CU and National membership
- **School Supplies:** TBA during orientations (e.g., instructional materials, highlighters, printer paper, etc.)
- **Anthology (5-year account).** Anthology is the College of Education's web-based assessment management system for continuous improvement efforts and accreditation reporting. This system collects assessment results and helps provide a clear and efficient method for evaluating learning outcomes in specified programs. Anthology is a **one-time** purchase through the Clemson University bookstore of a **5-year account**. (Please visit the Clemson University bookstore for specific information about associated costs.) For support or questions regarding Anthology, please email coecw@clemson.edu.

Technology competencies: Internet access, computer operation and maintenance are the student's responsibility and does not excuse assignments or due dates or course activities. It is expected that the student will be proactive. Students must be able to access e-mail regularly, to locate internet Web sites, and to use computers for examining appropriate instructional or assessment-related software.

Instructional strategies employed include Field-based experiences, Performance Demonstration and Evaluation for Instructional Planning, Implementation and Assessment, Course Seminars, Individual Feedback and Reflection.

Laboratory and/or Field Experience. Field experiences and internships offer a wide variety of activities: observations, assisting, tutoring, teaching, interviewing, etc. All field placements provide candidates with experiences, and opportunities for professional development and are accompanied by feedback to support candidates understanding of how to engage students, develop relationships and manage professional duties. These experiences are arranged through the Office of Field and Clinical Partnerships and Outreach.

Electronic Devices. Students may use laptops in field placements as related too instructional or field placement related activities. The use of cell phones is strictly prohibited during field placement. Cell phones must be placed in handbags/back packs and must not be visible or manipulated in any manner during field placement. If you have an emergency in which you need access to your cell phone, you will need to receive prior permission from your University Supervisor and Mentor Teacher.

Late Assignments. You are expected to submit assignments on the established due dates. An assignment is considered late if not submitted to the university supervisor on the date and time listed in this syllabus. Late or incomplete assignments and field experience evaluations will not be assessed; however, the assignment and/or a reflection on the

assignment is required to receive grade in EDSP 4960.

Attendance Policy: Special Education Field Experience.

- Attendance is mandatory for **ALL** field experience placements, Monday-Thursday from 7:45 -11:00AM. August 26 through December 5 and for **ALL** scheduled EDSP 4960 Seminars from 5:00-7:45PM Tuesday evenings.
- In the event of the candidate's sickness or a death in the immediate family, the candidate is required to notify (1) the mentor teacher and (2) the university supervisor before the school day begins.
- Candidates must use the Canvas *Notification of Absence* to report absences and email or text the Mentor Teacher and University Supervisor of all anticipated absences before the day begins.
- Candidates must update the Field Placement Time Log in Anthology weekly.
- Student are prohibited from making "trade-off" or special attendance arrangements with Mentor Teachers.
- Students demonstrating unprofessional behavior, failure to complete time log in Anthology, chronic tardiness or absence may be placed on an improvement action plan and/or not be recommended for EDSP 4980 (student teaching).
- If a candidate must miss placement due to sickness or death in the immediate family, those field hours must be completed by the last day of exams.

Class Meeting Considerations—Seminars: You will be notified by email in case of an instructor emergency. Students at Clemson are expected to wait 15 minutes if an instructor is late. Requesting special permissions and requests for absence, later arrival, or early dismissal places you and the instructor in difficult position. If you have a disability, you and need systematic accommodations, please see Student Accessibility Services described above. Plan your personal lives to meet your EDSP 4960 demands and commitments.

Standards of Professional Association addressed--Council for Exceptional Children (CEC):

CEC Content Standard 1: Learner Development and Individual Learning Differences

CEC Content Standard 2: Learning Environments

CEC Content Standard 3: Curricular Content Knowledge

CEC Content Standard 4: Assessment

CEC Content Standard 5: Instructional Planning and Strategies

CEC Content Standard 6: Professional Learning and Ethical Practice

CEC Content Standard 7: Collaboration

SC National Institute for Excellence in Teaching-NIET Related Standards*:

Domain 1: Instruction

Domain 2: Planning

Domain 3: Environment

Domain 4: Professionalism

**Specific Standards within each domain will be presented and discussed in class with related material available on Canvas.*

Course Objectives: One who successfully completes this course will:

1. Demonstrate professional behaviors, attendance, punctuality, attitude toward supervision, and evidence of excellence in productivity within field-placements and EDSP4960 Seminars, and all other senior level coursework within the SPED Fall Block.
2. Demonstrate effective instructional plans and instructional skills in school settings.
3. Demonstrate analytic thinking to assess instructional growth and the impact on the students they teach; and reflect on strategies to enhance and/or improve teaching performances and professional behaviors.
4. Demonstrate positive classroom management skills (i.e., environmental, group and individual classroom and behavior management practices).
5. Participate in the CU Student Chapter of the Council for Exceptional Children and related activities and meetings.
6. Identify and demonstrate appropriate use of instructional technologies including alternative/augmentative communication system to enhance learners' participation in typical classroom activities.
7. Identify resources, supports and services generally available to families and children with disabilities in schools (e.g.,

advocacy and legal services and community social care, welfare, and health including mental health services and organizations).

Fall Semester, 2024 Field Experience in Special Education Assignments

DIRECTIONS. Below are descriptions of the EDSP 4960 field experience assignments and responsibilities**. The forms and assignment formats can be found on Anthology. Students should be thoroughly familiar with these items and refer to them often during the semester. To be accepted for evaluation assignments must be complete, electronically produced, free of spelling and grammatical errors, written with cohesion and detail and submitted on-time and on Anthology.

NOTE: Late Assignments or partial assignments will NOT be accepted for evaluation; all EDSP 4960 assignments must be completed by the due dates to receive a grade in EDSP 4960.

GRADING SCALE. There are 315 points to be earned in this course. All assignments must be complete and submitted to receive a grade. Final grade assignment will be consistent with the college catalog of A, B, C, D, F. The instructor reserves the right to lower the percentage required for each letter grade, but not to raise them.

A: 90%-100% **B:** 80%-89% **C:** 70%-79% **D:** 60%-69%; **F:** ≤60%

Assignments Description (#1-6)

**** Candidates must complete Anthology Time Logs weekly.****

1. **Four University Supervisor Formal Lesson Observation Assessments (150 points).** Candidates will receive four formal lesson observation assessments by their University Supervisor. The first two assessments are each worth **30 points each** (forms **2A and 2B**). The last two assessments are worth **45 points each** (forms **2C and 2D**).
2. **Three Mentor Teacher Formal Lesson Observation Assessments (90 points).** Candidates will receive ongoing support and weekly feedback from their Mentor Teacher (MT) and from three formal lesson observation assessments—each worth 30 points. The Mentor Teacher will document two observations using *Mentor Teacher Checklists #1 and #2* before October 11 (forms **3A and 3B**) and *Mentor Teacher Checklist #3* before November 22 (form **3C**). Students complete the formal lesson observation process (e.g., structured lesson plan (form **1E**) and a post-observation conference analysis (POCAR) and upload to Anthology.

Expectations and criteria for all formal instructional observations:

- (i) Lesson plans for formal observations are due to the University Supervisor by **5:00 pm two days** before the observation. Incomplete, disorganized, and/or late lesson plans **will not be accepted** and result in “0” points for the formal observation. Please study the 4960 Formal Lesson Planning Template (form **1E**).
 - (ii) A post observation conference will follow all formal observation assessments by the University Supervisor. *A Post-Observation Conference Analysis and Reflection (POCAR)* will be completed by the candidate within 24 hours of the post conference and uploaded to Anthology. The POCAR will include a) a well-written statement describing the formal observation process from lesson planning through instructional delivery. The POCAR address a) the *candidate’s professional growth* and intentional/or unintentional *impact on student learning and achievement*, b) an *analysis* of the University Supervisor’s assessment of instructional performance, and c) the candidate’s plans to address recommendations, enhancements and improvements in future lesson planning and instructional delivery.
3. **The 13-Week Plan (26 points, due Sept. 6 @ 5:00pm):** Together with the Mentor Teacher, the candidate will develop a comprehensive plan for demonstrating field placement engagement and completion of Fall Block course assignments in the field placement setting, September 2-December 5—and uploaded to Anthology (form **1C**).

The format of the 13-Week Plan will include the identification of the following:

- a) Instructional and non-instructional responsibilities during the experience
 - b) Individual students or groups of students for which the candidate plans, delivers instruction and/or otherwise supports during the semester
 - c) Students for participation in CBM measurement project, functional assessment, behavior intervention planning, transition assessment and math and reading instructional assignments.
4. **Weekly Lesson Plan (39 points, due Fridays Sept. 6-Nov 29 @ 5:00pm):** Under the direction of the Mentor Teacher, candidates will participate in weekly planning activities and develop a weekly plan for the subsequent week’s activities. The plans must be aligned with #3 above and uploaded each week to Anthology. The weekly plan will detail the candidate’s daily instructional engagement in the field experience classroom including instructional and non-instructional roles and

responsibilities in the field experience for the upcoming week of school (i.e., activities for implementation of course assignments on the plan). A weekly planning template will be provided on Anthology (form **1D**).

5. EDSP 4960 Field Experience Class/Teacher Schedule (10 points, due Aug 30 @ 5:00pm)

- The candidate will develop and upload a Field Experience Class/Teacher Schedule to Anthology — (NO screenshots). The schedule must include:
- Candidate and mentor teacher's name, school and district, classroom description and room number, continuum and services designation, and number of students served.
- Identify allocated time, subject and generally the type of instruction and support taking place (e.g., 10:00-10:30 ELA—small group, direct instruction, independent seatwork, inclusion, co-teaching, etc.)
- For inclusion classes, list the room number for each class, the general education teacher's name and type of instruction.
- For high school or middle school placement, note A and B day schedules separately.
- Upload the schedule to Anthology. **DO NOT** SEND A PHOTO—

6. Personal Circumstance Plan (complete/incomplete, due Aug 30 @ 5:00pm): Candidates are required to develop a personal circumstance plan and post it to Anthology detailing the steps, resources and supports in place to assist them in meeting the attendance and performance requirements in EDSP 4960.

7. Mid-Term Assessment (Self-Assessment/US Assessment—pass/fail and/or improvement plan, due Oct. 9 @ 5:00pm). No later than October 11th students will complete a self-assessment of their professional growth and impact in the field experience in EDSP 4960 and concurrent methods courses.

8. EDSP 4960 Senior Seminars: Tentative Outline and Preparation Activities

Below is a schedule for Seminars this semester. The order of topics is tentative and is driven by field observation and assessment from your supervisors. Preparation Activities *due* for seminars are based on the field experience context and pass/fail.

Projected Dates: FLO #1-#4	
FLO#1	Sept. 9 – Sept 26
FLO#2	Sept. 30 – Oct. 17
FLO#3	Oct. 21 – Nov 7
FLO#4	Nov 11 – Dec 5

DATE	Seminar Topics and Tasks
August 21 (Dr. Griffith)	Syllabus OVERVIEW & Orientation to EDSP 4960 Planning: 13 Week Plan Weekly Planning Formal Lesson Planning Observations 1 & 2 Miscellaneous Assignments Expectations in the Field Experience Professionalism as a Candidate
October 8 (Dr. Griffith)	US Observations 3 & 4 Mentor Teacher Observation 3 SC Teaching Standards Rubric (4.0)
October 22 (Dr. Katsiyannis & Dr. Stecker)	PRAXIS Preparation
November 12 (Dr. Beahm)	Working with Parents and Paraprofessionals