## *Connection of Field Experiences*

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| ***Term*** | ***Student Teaching Pathway*** | ***Standard Intern Pathway*** |
| **2** | EDU62360 - Clinical Practice I: Planning  (1.5 units)  Field Experience  #1: Early Field Experience: 50hrs (gen)/50 sped  [Week 2: Equity, Diversity & Inclusion-Discussion Question -Positive Expectations](#_Assignments)  [Week 6: Planning Learning Experiences & Instruction with Academics & Social Emotional Learning -Discussion Question-Steps for Instructional Design](#_Assignments_1) | [EDU62460 - Clinical Practice I: Planning](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429)  (1.5 units)  Field Experience  #1: Early Field Experience:198 total hrs:  100hrs (sped) 50hrs (gen), 36hrs of Intern Support & 12hrs of ELL &\*full hands-on immersed & solo (Mild/moderate TPEs 1-3) & Guided Observations  [Week 5 Collaboration-Discussion- Collaboration](#_Assignments_5) |
| **3** | [EDU62370 - Clinical Practice II: Teaching and Learning](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429)  (1.5 units)  Field Experience  #2: Early Field Experience: 50hrs (gen)/50 sped  [Week 4 Supporting All Learners- Discussion Question-Supporting All Learners](#_Assignments_2) | [EDU62470 - Clinical Practice II: Teaching and Learning](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429) (1.5 units)  Field Experience  #2: Early Field Experience: 198 total hrs:  100hrs (sped) 50hrs (gen), 36hrs of Intern Support & 12hrs of ELL & \*full hands-on immersed & solo (Mild/moderate TPEs 4-6) & Guided Observations  [Week 4: Deepen Student Learning- Discussion Question-Evaluating Instruction](#_Assignments_6) |
| **4** | [EDU62380 - Clinical Practice III: Assessment](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429)  (1.5 units)  Field Experience  #3: Field Experience: co-teach/plan 240 sped  \*hands-on immersed & solo (Mild/moderate TPEs 1-6)  [Week 4: Formative Assessment and the Importance of Providing Feedback- Assignment-Learner Self-Assessment](#_Assignments_3) | [EDU62480 - Clinical Practice III: Assessment](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429)  (1.5 units)  Field experience  #3 Field Experience: 198 total hrs: 150hrs (sped), 36hrs of Intern Support & 12hrs of ELL & \*full hands-on immersed & solo (Mild/moderate TPEs 1-6) & Guided Observations  [Week 4: Formative Assessment and the Importance of Providing Feedback- Assignment-Learner Self-Assessment](#_Assignments_7) |
| **5** | [EDU68880B - Clinical Practice IV: Reflection and Professional Responsibility](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429) (1.5 units)  Field Experience  #4: Field Experience: co-teach/plan & Inclusive instruction 240 sped  \*full hands-on immersed & solo (Mild/moderate TPEs 1-6)  [Week 3: Referring Students for Special Services- Discussion: Collaborative Activity](#_Assignments_4) | [EDU68900B - Clinical Practice IV: Reflection and Professional Responsibility](https://catalog.alliant.edu/preview_program.php?catoid=37&poid=5087&returnto=1429) (1.5 units)  Field Experience  #4: Field Experience: 198 total hrs.: 150hrs (sped), 36hrs of Intern Support & 12hrs of ELL & \*full hands-on immersed & solo (Mild/moderate TPEs 1-6) & Guided Observations  [Week 3: Referring Students for Special Services- Discussion: Collaborative Activity](#_Assignments_8) |

EDU62360 Clinical Practice I: Planning

Week 2: Equity, Diversity & Inclusion

Learning Objectives

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| --- | --- |
| * 1. Analyze how positive expectations can support and engage students in learning. | CLO4 |
| * 1. Interpret the concepts of equity, diversity, and inclusion. | CLO4 |
| * 1. Determine the effect of implicit bias on your interactions with students | CLO4 |
| * 1. Interpret various methods UU TPE 1 or InTASC Standards 1 & 2 might be applied in the classroom. | COURSE |

# Assignments

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| **Discussion: Positive Expectations** | 2.1 |
| **Respond** to the following prompts in the Positive Expectations discussion forum by Wednesday: According to Wong & Wong, positive expectations are important to help students succeed.   * How important are positive expectations to UU TPE 1 or InTASC Standards 1 & 2? Be specific. * What is the statement of positive expectations that you will present on the first day of school? * How will you create a classroom climate that communicates positive expectations? * How will you convey positive expectation to ALL students? * How will you create and communicate a classroom environment of high expectations?   **Use** citations from reading and/or outside research consistent with APA style guidelines.  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date, (Wednesday).  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

EDU62360 Clinical Practice I: Planning

Week 6: Planning Learning Experiences & Instruction with Academics & Social Emotional Learning

Learning Objectives

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| --- | --- |
| * 1. Analyze various methods to design instruction. | CLO1, CLO3 |
| * 1. Integrate strategies to support both academic and socio-emotional learning in lesson planning. | CLO1, CLO3 |
| * 1. Interpret various methods UU TPE 1–3 or InTASC Standards 1–5 might be applied in the classroom. | COURSE |

# Assignments

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| --- | --- |
| **Discussion: Steps for Instructional Design** | 6.1 |
| **Respond** to the following prompts in the Steps for Instructional Design discussion forum by Wednesday:   * Compare the steps for instructional design in Ch. 9 of *Where Great Teaching Begins* to the longitudinal study from the Lai, Zhang, & Chang, article. * How important are instructional design and differentiated instruction to supporting UU TPE 1–3 or InTASC Standards 1–5? Be specific.   **Use** citations from reading and/or outside research consistent with APA style guidelines.  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

EDU62370 Clinical Practice II: Teaching and Learning

Week 4: Supporting All Learners

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine various instructional approaches that will maximize learning experiences for all students. | CLO1, CLO3 |

# Assignments

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| --- | --- |
| **Discussion: Supporting All Learners** | 4.1 |
| **Respond** to the following prompts in the Supporting All Learners discussion forum by Wednesday:   * What instructional approaches would you use to ensure learning opportunities for all learners? * How would you support equity in your classroom? Provide a relevant example that supports your field of study. * How does this support UU TPE 4 or InTASC Standards 8 & 9?   **Use** citations from reading and/or outside research consistent with APA style guidelines.  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

EDU62380 Clinical Practice III Assessment

Week 4: Formative Assessment & the Importance of Providing Feedback

Learning Objectives

|  |  |
| --- | --- |
| * 1. Integrate formative assessments that will effectively monitor student learning in a lesson plan. | CLO1 |
| * 1. Explain the importance of learner self-assessment and providing feedback to your students. | CLO5 |

# Assignments

|  |  |
| --- | --- |
| **Assignment: Learner Self-Assessment** | 4.2 |
| **Write** a one-to two-page detailed reflection on the importance of learner self-assessment and providing feedback to your students.  **Consider** this week’s readings, from the text, library, and online article, in your reflection.  **Cite** evidence from the readings to validate your position.  **Format** your reflection consistent with APA style guidelines.  **Submit** your reflection as a Word document by Sunday. | |

EDU68880B Clinical Practice IV: Reflection and Professional Responsibility

Week 3: Referring Students for Special Education Services

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility. | CLO4 |
| * 1. Determine which Inclusion, Co-Teaching and Co-Planning models are more appropriate for various instructional environments. | CLO1 |
| * 1. Determine how to effectively collaborate and coordinate with paraprofessionals, related services, and community resources to advocate for families and students. | CLO5 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Collaborative Activity** | 3.1 |
| **Create** a visual model that reflects your district’s Special Education Referral Process.  **Clearly** articulate the steps of the process.  **Post** to the Collaborative Activity forum by Wednesday.  **Support** your response with citations and references consistent with APA style guidelines  .  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).  **Respond** to 2 classmate’s posts by Sunday by applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), Response should include an identification of steps that are similar and steps that are different from their district policy AND potential strengths and weaknesses of the process. | |
| **Assignment: Observation #1 (Individualized Education Plan (IEP) meeting) and Reflection (MM TPEs)** | COURSE |
| **Arrange** with another Special Education teacher to observe an **Individualized Education Plan** (IEP) meeting. That teacher will need to get permission of the entire IEP team to allow you to observe the IEP meeting.  **Observe** an IEP meeting in its entirety.  **Reflect** on the IEP and how they align with MM TPEs or CEC standards.   * + **Support** your response with citations and references consistent with APA style guidelines.   **Record** your observations in the IEP Observation & Reflection Form.  **Submit** your completed form by Sunday. | |

EDU62460 Clinical Practice I Planning

Week 5: Collaboration

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze various methods to successfully collaborate with students, other educators, parents, guardians, and related services. | CLO4 |
| * 1. Determine where UU TPE 2 or InTASC Standard 3 are supported in your lesson design. | CLO2 |

# Assignments

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| --- | --- |
| **Discussion: Collaboration** | 5.1 |
| **Respond** to the following prompts in the Collaboration discussion forum by Wednesday:   * How does collaboration with each of the following groups enhance or extend student learning?   + Students   + Other educators   + Parents and guardians   + Related services * How would you organize your collaborative classroom to support two or more of the previously listed groups?   **Support** your response with citations and references consistent with APA style guidelines.  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date, (Wednesday).  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

EDU62470 Clinical Practice II: Teaching and Learning

Week 5: Deepen Student Learning Continued

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the role of reflection to deepen student learning. | CLO1, CLO3 |

# Assignments

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| --- | --- |
| **Discussion: Evaluating Instruction** | 5.1 |
| **Respond** to the following prompts in the Evaluating Instruction discussion forum by Wednesday:   * What is this teacher doing right? * How much did the students learn with the lesson presented? * What recommendations would you make to adjust her teaching? List and justify the issue(s) and recommendations as a Mentor not an Intern. * How has engaging in this activity supported UU TPE 5 or InTASC Standard 6?   **Support** your response with citations and references consistent with APA style guidelines.  **Note**: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

EDU62480 Clinical Practice III Assessment

Week 4: Formative Assessment & the Importance of Providing Feedback

Learning Objectives

|  |  |
| --- | --- |
| * 1. Integrate formative assessments that will effectively monitor student learning in a lesson plan. | CLO1 |
| * 1. Explain the importance of learner self-assessment and providing feedback to your students. | CLO5 |

# Assignments

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| --- | --- |
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EDU68900B Clinical Practice IV: Reflection and Professional Responsibility

Week 3: Referring Students for Special Education Services

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze multiple types of Special Education Laws and Policies to determine student referral and eligibility. | CLO4 |
| * 1. Determine which Inclusion, Co-Teaching and Co-Planning models are more appropriate for various instructional environments. | CLO1 |
| * 1. Determine how to effectively collaborate and coordinate with paraprofessionals, related services, and community resources to advocate for families and students. | CLO5 |

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