

## **Special Education BS Program Field Placement Progressions**

### **Junior Fall Semester (EEX 3001):**

- Maintain consistent attendance and demonstrate punctuality
- Notify supervisors, host teachers, and mentor leaders of absences
- Dress professionally and in accordance with school policies
- Exhibit quality organization skills (e.g., notebook, planner, reflection notes)
- Take initiative with students
- Show enthusiasm and passion towards teaching
- Communicate with students and other adults in a clear, professional, and effective manner
- Take responsibility for getting the host teacher evaluation to the host teacher and collecting it upon completion

Additionally, teacher candidates co-plan and co-teach a differentiated lesson with their partner teachers. They are also asked to attend IEP/504/RTI meetings with partner teachers (for EDEX 3110 Foundations Notebook).

### **Junior Spring Semester (EDEX 3002):**

In addition to the bullet points above, teacher candidates co-plan and co-teach a differentiated 3-day unit. We refer to this as the “Mini Unit.” They also complete the Family Professional Partnership Project (for EDEX 3170 Culture, Identity, and Diversity in Teaching).

### **Pre-Planning Course Summer (EDEX 4050):**

In addition to the bullet points above, teacher candidates will:

- Attend each day of pre-planning and each day of school until the start of the GC semester
- Collect and write the contextual variables of their students, classroom, and community (for TWS Section 1)
- Co-plan and co-teach a differentiated lesson

### **Senior Fall Semester:**

In addition to the bullet points above, teacher candidates:

- Demonstrate positive dispositions and behaviors (e.g., work ethic, organization, etc.)
- Communicate effectively with students by demonstrating interest, encouragement, and active engagement with students
- Take on basic responsibilities (e.g., whole class, small group, computer stations, etc.)
- Take initiative in organizing classroom and lessons (e.g., set up and clean-up of classroom, collect assignments, etc.)
- Follow the partner teacher’s guidelines and practices for classroom management.
- Establish a classroom climate conducive to learning
- Evaluate, act upon, and report student progress in learning

- Support student voice and use of academic language
- Engage in reflective practice

Additionally, teacher candidates co-plan and co-teach a differentiated 10-day unit. We refer to this as the “Teacher Work Sample (TWS).” They also conduct a FBA/BIP Project (for EDEX 4275 Individual and Classroom Management). They also complete a Progress Monitoring Project (for EDEX 4276).

**Senior Spring Semester:**

In addition to the bullet points above, teacher candidates:

- Co-plan and co-teach a differentiated 3-5-day unit for the purposes of completing edTPA
- Co-plan and co-teach 10-11 full weeks in field placement, 4 weeks of which the teacher candidate must be student teaching full time
- Co-plan and co-teach a Service Learning Project

Additionally, students complete a language analysis project (for EDEX 3269 Supporting Language and Communication in Diverse Learners).