

**College of Education and Human Services**  
**Department of Special Education and Rehabilitative Sciences**

**SPECIAL EDUCATION BLOCK**

The first semester of the senior year consists of “Special Education Block”. This block of courses includes 16 semester hours of courses including SPED 415 “Instructional Development and Strategies/Mild and Moderate”, SPED 420 “Instructional Development and Strategies/ Severe and Profound”, SPED 411 “Educational Assessment Practicum,” and SPED 425 “Behavior Management”. Most of the first seven weeks of the semester are spent on campus. During this time, preservice teachers analyze case studies and develop IEPs, lesson plans, and training plans for the students spotlighted in the case studies. On selected Fridays, the preservice teachers visit classrooms. During the final eight weeks of the semester, preservice teachers are placed in two four-week placements. Four weeks are spent in a class for students with mild/moderate disabilities (learning support or emotional support) and three weeks are spent in a class for students with severe/profound/multiple disabilities (life skills support, multiple disabilities support, some emotional support). Students do not have block partners during special education block.

Responsibilities

During these pre-student teaching experiences, the preservice teachers work with a cooperating professional and assume instructional responsibility for a limited number of students or a limited number of classes. It is expected that at the end of each four week placement, the preservice teacher will be able to teach all of the students for at least half of the day or half of the students for all of the day. While doing so, the preservice teachers:

- plan and implement at least 30 lessons;
- complete assessments on a student with disabilities culminating in a comprehensive written Individual Assessment Results Interpretation Summary which includes a table of test score results, overall summary of tests results, interpretation of composite scores, identification of relative strengths and needs, identification of specific content areas and skills in need of remediation, and an instructional goals sheet identifying long term goals,
- develop a matrix of the students in the class and their IEP goals/objectives,
- plan and implement a short unit,
- design an interactive bulletin board,
- develop IEPs for two students with disabilities,
- plan and implement training plans and group activities with embedded instruction,
- complete an ecological inventory,
- participate in any support or inclusion activities occurring in the classroom
- plan and implement a behavior management program which must consist of baseline data and data from the intervention as well as a review of the literature that supports the intervention. The plan must be approved by the university supervisor and the cooperating professional. Plans to develop new skills or to decrease inappropriate behaviors are accepted.

Evaluation

Each preservice teacher is supervised at least once weekly by a university supervisor during this field placement. Preservice teachers are evaluated on their performance in the field placement and also on portfolios submitted at the semester’s end. Preservice teachers who do not successfully complete the field component of block do not pass the course.

Placements

All Special Education Block placements are made by the special education faculty teaching block.

In the rural area in which Clarion is located, the number of special education placements is limited. Therefore, preservice teachers may be placed in programs in Butler, Greenville, or other sites typically thought of "outside the service area." When this occurs, all efforts will be made to send two preservice teachers to the same building to facilitate ride sharing.

Preservice teachers are not placed in districts where they went to school or in which relatives are enrolled or employed.