Secondary Special Ed Student Teaching Seminar

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Based on the knowledge that our students acquired in their university classes in the areas of effective instruction, behavior management, and collaboration, can they apply that knowledge when they are teaching secondary special education during their student teaching?

In standard 7, I learned the crucial impact good collaboration could have on parents, staff, and students. Even though I was told all the time that I would collaborate and communicate constantly with parents, teachers, students, and staff, I was still surprised to learn how much I actually would. Learning how to maintain professionalism and communicate effectively helped me to feel more comfortable around students and parents because I had experience doing this on a daily basis. I also learned what it looked like to compromise my ideas with my co-teacher. We wouldn't necessarily start our planning on the same page, but we always ended it together.

Student from Fall 2013

ACE 10 Question

To assess this outcome, students will complete a portfolio, which is a capstone project. The portfolio will include 1 – 2 artifacts in each of the 7 Council for Exceptional Children standards that demonstrate how the students met the standard. The students will self-evaluate their portfolio, the seminar instructor will formally grade the portfolio based on a rubric, and finally the portfolio will be presented to the Special Education faculty. The cooperating teacher and university supervisor will complete an evaluation of the student teacher’s teaching skills based on formal observations that occur throughout the semester.

Overall, we determined that the students were able to produce artifacts that demonstrated their mastery in each of the 7 CEC Standard areas and write quality reflections about their skills and the impact on 7-12 Special Education.

However, we also noticed an obvious disconnect between what the students learn during their coursework, the application during student teaching. Most students struggled making that connection back to where the skills were learned.

Method of Analysis

Finding Rubric for Pre-service Teacher Exit Portfolio

<table>
<thead>
<tr>
<th>Points</th>
<th>Artifact Representation - Match</th>
<th>Reflections - Application</th>
<th>Visuals</th>
<th>Language</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>8</td>
<td>Thorough</td>
<td>Clear</td>
<td>Clear</td>
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<tr>
<td>7</td>
<td>Adequate</td>
<td>Limited</td>
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<tr>
<td>6</td>
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<tr>
<td>5</td>
<td>Unacceptable</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

*Composite score of 3 or above for each Standard of the rubric and General Trait is required.

Students who receive any score of 3 or below will be given an opportunity to revise and resubmit their portfolio.

Improving ACE 10 Learning

The information gathered from the portfolio grading rubrics will be discussed at a Department meeting with the goal of improving instruction in specific courses. In addition, if certain student teaching placements are unable to provide the environment in which the students can practice these skills then other placements will be located.