

2014

Secondary Special Ed Student Teaching Seminar

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Secondary Special Ed Student Teaching Seminar

ACE 10 Course
Suzanne E. Kemp, Ph.D



ACE 10 Question

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?

Student Work

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 curriculum planning on the same page, but we always ended it together.

Student from Fall 2013

Method of Analysis

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.

Scoring Rubric for Pre-service Teacher Exit Portfolio

*Composite score of 3 or above for each Standards of the rubric and General Trait is required.
Students who receive any score of 1 or 2 will be given an opportunity to revise and resubmit their portfolio.

Points	Themes and Principles of the CEC Preparation Standards			General Traits	
	Artifact Representation - Match	Reflections - Application	Visuals	Language	Organization
	This trait refers to the match between the artifact that was selected to demonstrate mastery in the specific CEC preparation standard	This trait refers	This trait refers to pictures, graphics, charts, or videos used to demonstrate knowledge and skills	This trait refers to the use of the conventions of standard written English; such as grammar, mechanics, word usage, and spelling	This trait refers to the manner in which the contents of the portfolio are arranged to demonstrate student’s unique skills and abilities
5 Exceptional	Demonstrates: -Artifact is a clear representation of the standard -Mastery of the given standard area -Breadth and depth of understanding about the specific standard area	Demonstrates: -Excellent articulation of how the artifact relates to each standard -Excellent articulation of why the artifact is the best example of their skills and knowledge	-Extensive and outstanding use of visuals to demonstrate skills and knowledge -Visuals are consistently high quality the greatly enhance the demonstration of skills and knowledge	-Excellent use of the conventions of standard written English	-Follow a focused and logical organization within each Standard/Competency -Clearly shows original thinking -Highly imaginative
4 Thorough	Demonstrates: -Artifact is a clear representation of the standard -Growth towards mastery of the standard area -Some breadth and depth of understanding about the specific standard area	Demonstrates: -Clear articulation of how the artifact relates to each standard -Clear articulation of why the artifact is the best example of skills and knowledge	-Excellent use of visuals to demonstrate skills and knowledge -Visuals enhance each artifact to demonstrate how each standard was attained	-Effective use of the conventions of standard written English	-Follows a logical organization within each Standard/Competency -Demonstrates careful thought -Distinctive
3 Adequate	Demonstrates: -Artifact is a fit with the CEC standard -The need for modest assistance to attain the CEC standard -Adequate breadth and depth of understanding about the specific standard area	Demonstrates: -Vague articulation of how the artifact relates to each standard -Vague articulation of why the artifact is the best example of skills and knowledge	-Sufficient use of visuals to demonstrate skills and knowledge -Visuals were of average quality	-Minor errors in the use of the conventions of standard written English	-Fair organization -Demonstrates thought
2 Inadequate	Demonstrates: -Artifact is a stretch to fit with the CEC standard -The need for moderate assistance to attain the CEC standard -Inadequate breadth and depth of understanding about the specific standard area	Demonstrates: -Limited ability to articulate how the artifact relates to each standard -Limited ability to articulate why the artifact is the best example of skills and knowledge	-Minimal use of visuals to demonstrate skills and knowledge -Quality of visuals varies	-Several errors in the use of the conventions of standard written English	-Organization in confusing or hard to follow
1 Unacceptable	-No evidence of: -Connection between the artifact and the CEC standards -Understanding -No knowledge of the standards area and it’s application to the field of special education	No evidence of: -Reflection about who the standards shows their competency of the standard -Why the artifacts best represented their skills and knowledge	-No visuals were used to demonstrate or enhance skills and knowledge	-Extensive errors in the use of the conventions of standard written English	-No apparent organization

This scoring guide is adapted from work done by faculty in the Education Department at Villa Julie College in Stevenson, Maryland and University of Nebraska – Lincoln 7.08 Updated – 10.13

Findings

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 surrounding these standards and seeing the application during student teaching. Most students struggled making that connection back to where the skills were learned.

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.

