The graduate students are placed in a clinical experience based on their concentration. They work in the same school for a full year. Graduate students teach a modified schedule with time for their graduate coursework, spending 2/3 of each school day teaching. The school where they are placed utilizes 1) a research-based approach to instruction, 2) ongoing assessments to differentiate and individualize instruction, and 3) leadership and school culture that support teaching every child at his/her own level.

The focus of each concentration/program of study:

The Urban Teaching Residency Program (UTR):
Candidates earn a special accreditation:
- the International Dyslexia Association (IDA)
- the Wilson Language Program
- Social – Justice focus – including a series of Social-Justice seminars

The Teacher Scholar High Incidence Program (TSHI):
Candidates earn a special accreditation:
- the International Dyslexia Association (IDA)
- the Wilson Language Program
- work in small groups with private school students with language-based learning disabilities.

The Teacher Scholar Low Incidence Program (TSLI):
Candidates earn:
- the Autism Specialist endorsement
- work with special behavior plans (often ABA)
- work with private school students with physical, mental and/or behavioral disabilities.

Graduate students in any of the concentrations are expected to have obtained their Pennsylvania Instructional I certification prior to admission. They have the option of attaining their Special Education certification upon completion of the program of study.

Interested SJU undergraduates need to apply by January 15th. Applicants must have an overall GPA of at least 3.0.

Learning Goals and Objectives

Goal 1: The candidate has a thorough knowledge of curriculum content, language structure, behavioral strategies and relationship to literacy, assessment and resources and uses such knowledge to create effective learning experiences for students.

Goal 2: The candidate understands cognitive, language and learning processes, how students’ skills and abilities develop, individual strengths and needs and uses this knowledge to create opportunities for each student’s academic, social, behavioral and emotional development.

Goal 3: The candidate understands disabilities, characteristics and consequences, and provides instruction to accommodate diversity.

Goal 4: The candidate plans and delivers instruction aligned curriculum maps, lesson plans, instructional routines and knowledge of student needs as identified in their IEP.

Goal 5: The candidate communicates purpose of instructions, uses a variety of evidenced based instructional strategies and approaches that engage each student in the acquisition of lower and higher order skills necessary for academic learning.

Goal 6: The candidate communicates clear expectations and procedures and creates a safe respectful learning environment that encourages active, engaged learning, positive interaction and self-motivation for all students.

Goal 7: The candidate effectively communicates in the classroom and with the school community by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media.

Goal 8: The candidate effectively uses formal and informal assessment strategies to evaluate student progress and inform design of instruction.

Goal 9: The candidate works with parents/family members, school colleagues, and community members to support student learning and development.

Specific Goals for the Urban Teaching Residency Program and Teacher Scholar High Incidence Programs

Goal 1: Structured Language: Phonology

Objective 1: Explicitly state the goal of any phonological awareness teaching activity

Objective 2: Select and implement activities that match a student’s developmental level of phonological skill

Objective 3: Design and justify the implementation of activities that match a student’s developmental level of phonological skill

Objective 4: Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds

Objective 5: Successfully produce vowel and consonant phonemes

Objective 6: Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement
Objective 7: Direct students’ attention to speech sounds during reading, spelling, and vocabulary instruction using a mirror, discussion of articulatory features, and so on as scripted or prompted.

Goal 2: Structured Language: Phonics

Objective 1: Plan lessons with a cumulative progression of word recognition skills that build one on another

Objective 2: Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students’ learning) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text.

Objective 3: Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression.

Objective 4: Adapt the pace, format, content, strategy, or emphasis of instruction according to students’ pattern of response.

Goal 3: Structured Language: Spelling

Objective 1: Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, a rule for adding suffixes to base words).

Objective 2: Select materials and/or create lessons that address students’ skill levels.

Objective 3: Analyze a student’s spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling).

Five Year M.S. for Urban Teaching Residency and Teacher Scholar High Incidence

Requires a total of 30 credits:

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* Student Teaching is just for those seeking Special Education Certification.