



Office of School & Community Partnerships
Special Education Clinical Placement Information

Document Purpose & Use: The purpose of this document is to provide guidance and information for hosting and placing candidates in classroom settings for clinicals related to licensure areas within the Special Education (General and Adapted (K-12)) Programs in the Cato College of Education at UNC Charlotte. Candidates may be either pre-service (undergraduate) teachers who have not been formally admitted into the education program or in-service (graduate and graduate certificate candidates), resident candidates (formerly lateral entry), or master’s degree candidates. The table below is meant to provide guidance when accepting and placing candidates. **While placement of candidates should be based on where there is quality teaching and learning, there is no requirement for years of experience or minimum evaluation ratings for clinical placements.**

Clinical Type	Setting(s)/Placement Required	*Clinical Requirements
<p>Early Clinicals/Pre-admission to the College of Education</p> <ul style="list-style-type: none"> ● EDUC 1100/2100 - Foundations of Education and Diversity in Schools ● SPED 2100 - Intro to Students with Special Needs 	<p>Placement related to their grade-band (degree area).</p>	<p>EDUC 1100/2100 - 10 hours of classroom observation SPED 2100 - 10 hours of classroom observation</p> <p>*Candidates taking both EDUC & SPED in the same semester may count hours in both courses with instructor permission.</p>
<p>(Junior Year) – Semester 1 (Fall)</p> <ul style="list-style-type: none"> ● SPED 3100 – Introduction to General Curriculum for Students with Special Needs (clinical collected here) ● SPED 4272 – Teaching Mathematics to Learners with Special Needs ● SPED 4318 – Collaboration and Transition Focused Education ● TESL 4204 – Inclusive Classrooms for Immigrant Students (General Curriculum Option) ● SPED 4271 – Systematic Instruction in the Adapted Curriculum 	<p>Requires a middle or secondary classroom placement in a low performing/high needs school (i.e., Title I, +60% F/R lunch eligible, or low-performing).</p> <p>For 4272, a site is needed to accommodate all students within the course.</p>	<p>Candidates spend ½ day per week at the clinical site</p> <ul style="list-style-type: none"> ● 3100 – Candidates create PBIS plans for students with varying disabilities and support needs. ● 4272 – Candidates plan mathematics instruction for students with high incidence disabilities and needs. ● 4318 – Candidates create a transition plan for a child with a disability. ● 4271 – Candidates plan a life skills change project.
<p>(Junior Year) – Semester 2 (Spring)</p> <ul style="list-style-type: none"> ● SPED 3173 – Assessment in Special Education ● SPED 4275 - Teaching Reading to Elementary Learners with Special Needs ● SPED 3175 – Instructional Planning in Special Education (IEP) ● TESL 4204 – Inclusive Classrooms for Immigrant Students (AC; G if not in fall) ● SPED 4274 General Curriculum Access and Adaptations (AC) 	<p>Primary placement in an elementary classroom; MUST be in a low performing/high needs school (i.e., Title I, +60% F/R lunch eligible, or low-performing) IF fall junior placement was not in a low performing/high needs school.</p> <p>Will have a second TESL placement if taking the TESL course. Can be the same school where the primary placement occurs.</p>	<p>Candidates will spend approximately 1 day per week at the clinical site</p> <ul style="list-style-type: none"> ● Clinical checklist 2 will be implemented which requires the candidate to implement lessons with at least a single student on multiple instances. ● Focus practices will be modeled through lessons in classroom settings during the clinical placement.