Campbellsville University

Special Education - Graduate Practicum/Seminar

SED 607-01

G2 Term 2017 August 28, 2017 – October 21, 2017

**Ms. Norma R. Wheat Preferred** E-Mail**:** [nrwheat@campbellsville.edu](mailto:nrwheat@campbellsville.edu)

**Chat Time:** Thursday 6:30 – 7:45 PM EST

**Contact information:**

270.789.5169 (Office) 270-866-0752 (Cell) 270.789.5508 (Fax)

* ***Class meets one-hour per week for 75 minutes.***

# 

**Office Hours:** Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 - 30 minutes before class and available to stay after class online to answer any questions or concerns.

**Virtual Office Hours:**

The professor can be reached anytime by phone or e-mail.

##### School of Education Conceptual Framework

**Theme: *Empowerment for Learning***

**Model:**



**3 credit hours**

Text and Supplies

No text required. Specific readings will be assigned by the professor.

**Course Description**

This course provides an opportunity for students to apply best instructional practice in a field base setting. This will provide opportunity to translate theory learned into practice by submitting several projects directly related to students with the following disabilities: EBD, LD, MMD, and PD.

**School of Education Mission Statement:**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Course Objectives:**

The general objective of the special education Graduate Practicum/Seminar course is to provide the student with the opportunity to apply, professionally reflect and participate in experiences that would better prepare them for the classroom.

1. Participants will learn strategies which will help individuals with learning disabilities to become independent in their learning and study skills.
2. Participants will gain a general knowledge of the Admission and Release Committee (ARC) process associated with identification and placement of students with disabilities.
3. Participants will learn how the student is impacted by learning disabilities as he/she pursues personal goals.
4. Use assessment information in making eligibility, program, and placement

decisions for individuals with disabilities such as: EBD, LD, MMD, and ASD. This will include those students from culturally and/or linguistically diverse backgrounds.

1. Interpret information from formal and informal assessments.
2. Discuss the legal, judicial system & agencies serving individuals with disabilities.
3. Discuss ethical and professional issues surrounding FAPE for students with disabilities.
4. Indicate how specific commercial materials may be adapted to meet special needs.
5. Identify sources of specialized materials for individuals with emotional behavior disorders.
6. Demonstrate the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with special needs.
7. Cite resources and techniques used to transition individuals with learning disabilities and emotional/behavioral disorders into and out of school and post-school environment.

**Alignment with Curricular Guidelines and National Standards:**

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **CEC** | **CAEP** |
| **Professional Growth Plan**  50 pts  Obj: 9 | KTS 9 | KTS 3.3  KTS 5.4 | 1, 9 | 4, 6 | Yes | 1 - 7 | 1, 4 |
| **Reflective Journal**  60 pts  Obj: 1,6,7, | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1 - 5 | 1, 6 | Yes | 1 – 7 | 1, 5 |
| **Discussion board**  50 pts.  Obj: 1-11 | KTS 1,2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1,2,4,5 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1 |
| **Field Experience Summary**, 100pts.  Obj: 1,6,10 | KTS 1 - 10 | KTS 4.2  KTS 5.4 | 2, 3, 7, 9,10 | 2, 3, 4, 5 | Yes | 1 – 7 | 1, 2 |
| **Leadership Plan**  100 pts.  **Obj:** 1, 8, | KTS 5, 8 | KTS | 10 | 5 | Yes | 8 | 1, 2 |
| **IEP Resources**  50pts.  **Obj:** 5,6,7,8,11 | KTS 1, 2, 3, 4, 8 | KTS 4.2 | 3, 6, 7, 8 | 5, 6 | Yes | 1-7 | 1 |
| **Choice Assignment-**2@50 each= 100 pts  **Obj:** 1,2,3,4,5 | KTS 1-10 | KTS 3.3 | 1,2,3 | 1,4 | Yes | 1-7 | 1 |
| **iPad Resources**  50 pts.  Obj**: 5,6,7,8,11** | KTS 6, 10 | KTS 3.3, 8.1 | 1,2,9 | 2,4,5 | Yes | 1,3,5 | 1 |
| **Media Assignment**  50 pts.  Obj**: 5,** | KTS 1, 6, 10 | KTS 3.3 | 9 | 2,4,5 | Yes | 1,2,5 | 1 |
| **Portfolio**  **300 pts**  **Obj:** 1-11 | KTS 1 - 10 | KTS:  2.2; 3.3; 4.2;  KTS 5.4; 8.1 | 1 - 10 | 1-6 | Yes | 1 - 7 | 1, 2 |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Ethical Practice and Leaderships

**Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**CU Diversity Proficiencies (from KTS)**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data.

8.1 Identifies students where learning could be enhanced by collaboration.

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Program (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Kentucky Common Core Standards and College Readiness Standards**

**Students will use the Kentucky Common Academic Standards in designing learning goals/objectives and assessments.**

**Modes of Instruction:**

The instructional methods will include:

* + live online learning lessons via Adobe Connect
  + online media learning lessons
  + individual online consultation with professor
  + online discussion board threads for in-depth discussion
  + demonstration
  + cooperative/collaborative learning activities
  + clinical observations and practice in P-12 classrooms

**Assignments and Assessments**

***NOTE:*** *All assignments must be word-processed using Microsoft Word XP or higher & MS Word 2003 or higher. High speed Internet connection a must in order to be successful in the course.*

**Course Delivery Method**

The online course delivery method for this course is **synchronous.** Synchronous is a communication system that allows sending and receiving information in real-time such as chat, videoconferencing and instant messaging with no time delay thus allowing participants to respond demonstrating understanding of course concepts. Further, this will allow the instructor to pay close attention to students’ assignments and provide assistance as needed.

The course will use *Adobe Connect* for class time. For this course you will need a headset with a microphone. In addition, you will need high-speed internet connection.

During the eight (8) weeks course chat, discussion boards, individual conferencing, project presentations are examples of modes of interaction between the instructor and student in discussing content and expected response.

**Class Attendance and Participation Weekly: (50 points) KTS 6, 7, 8, 9**  **Domain 1, 4**

**Campbellsville University’s Online Course Attendance Policy  
Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded**.

Class attendance will be checked. All students are expected to attend **ALL** Class sessions from beginning to end. **NOTE:** The only excused absences will be for medical problems and crises – personal or immediate family emergencies. Job responsibilities are not an excused absence. Please notify the instructor using preferred mode of communication set by the course instructor if you are to be absent. Two total unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). See Rubric for specifics.

Each student is expected to contribute actively in each week’s class session. This means students are expected to pose good, thoughtful questions and contribute responses that are meaningful to their fellow classmates. We will be using Adobe Connect for our class sessions. This means that you will need a headset available. And please be prepared to verbally interact rather than type in responses. Make sure you take any tutorials available to be ready for this interactive course.

When the weekly Class Session is begun, students will refrain from discussing personal issues with each other. Personal discussion/chat needs to be done outside of class time because it is very interruptive of the learning process for others. The instructor will be available 10-15 minutes before class each week, and that is also a good time to log in so that you can catch up on the news from your classmates or ask specific questions prior to the start of class.

**All assignments will be turned in by clicking on that Assignment Icon.**

For example, for Discussion Board Week 1, click there and put your response there. Or for a report to be uploaded, go to that assignment and upload your file(s) there. Your assignment must be in the assigned locations for grading on the platform’s grade book. **You do not email assignments to the instructor.**

**Instructional Chats are scheduled from 8:00 – 9:15 p.m. on Thursday evenings.** Attendance will be taking during the class time at the discretion of the instructor. Instructor will post a pin for students to enter via written form. Active and consistent participation in this course is important and expected. Students must contribute to class chats/discussions in a meaningful and educationally relevant manner. Students will be graded on their ability to ask pertinent questions, critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students will refrain from side bar chats during class time.

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric for Grading Participation | | | |
| **Grade of A** | **Grade of B** | **Grade of C** | **Grade of F** |
| * Consistent attendance and contributions during weekly Chat sessions * Contributing each week in recording the Discussion Board responses listed in each lesson * Responding EACH WEEK to at least two classmates’ posting on Discussion Board * Participating fully with assigned team   Refraining from Personal conversations during class time  Adapted by permission from  Dr. Carol McGregor | * Somewhat inconsistent contributions during each weekly Chat * Failing to respond to Discussion Board * Contributing 1-2 times each week to classmates’ postings on Discussion Board * Generally good participation in assigned team * Refraining from personal conversations | * Inconsistent contributions on Chat * Less than 80% responses on the Discussion Board. * Inconsistent responding to classmates’ postings. * Inconsistent participation in team assignments * Engaging in personal conversations | * Exhibiting a significant lack of all of the opportunities in Chat, the Discussion Board, and responses to classmates * Lack of participation in team assignments * Having 3 unexcused absences |

**Discussion boards/forums 50 points (KTS 6, 7, 8, 9) (PGES 1D, 2E, 4C, 4E)**

A discussion board prompt will be posted in the course. Your **initial post** (5 points for each initial response) should be made prior to **11:55 p.m. each Saturdays.**  Discussion boards afford the instructor the opportunity to challenge the learners’ thinking and active participation in their learning. To be effective, the instructor will be offering constructive comments to the posts. To encourage critical thinking, students will post responses to fellow classmates’ posts.

Students will be required to post an educationally relevant and thoughtful reflection to each prompt. Your responses/reflection should be supported with research based evidence and professional experiences. Additionally, respond to at least 2 other classmates' posts. All **replies** should be completed by **11:55 p.m. on Tuesdays.** See the **Discussion Board Rubric** for grading of discussion forums.

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Board Rubric** | | | |
| Exemplar –  (9-10 Points)  Grade A | Accomplished –  (8 Points)  Grade B | Developing –  (6-7 Points)  Grade C | Ineffective –  (0-5 Points)  Grade F |
| * Postings present an excellent understanding of the required readings. * Outside resources, research or individual real-life experiences were used to support important facts. * Initial response to the prompt was early, and two or more peer responses were made early in the time allocated/set by the instructor. * Initial response made was insightful and informed demonstrating a sophisticated knowledge/understanding of the content. * Responses to other students' posts are expertly communicated and are professional in nature. * Responses show respect and sensitivity to the viewpoints of others. * The learner remains true to the prompt and stays focused. * Responses are free of grammatical, spelling or punctuation errors. * The style of writing facilitates communication | * Initial response was early, and at least two peer responses were made closer to the end of the time allocated/set by the instructor. * Outside resources, research or individual real-life experiences were used to support important facts. * Posting reflects an understanding of the prompt presented and or readings required in answering the prompt. * Response to the prompt(s) is informed. However, the learner offers fewer “new” or unique” ideas and relies on the textbook or reading materials to create his/her contribution. * The learner adds to the discussion prompt and stays focused. * Posts and responses elicit responses and reflections from other learners. * The learner shows respect and interest in the viewpoints of the others. * Responses are largely free of grammatical, spelling or punctuation errors. | * It is apparent the learner has read the material, but has not reflected on it in depth. * Postings by learner repeat and summarize basic information, and have limited connections to readings, outside references, research or individual real-life experiences to support important facts. * Learner responds to most posting of peers several days after initial discussion. * Learner posts and responses do not build upon the ideas of other learners. * The learner attempts to discuss the topic presented, but does not always express him or herself clearly. * Responses include some grammatical, spelling or punctuation errors that distract the reader. | * Learner’s postings show little or no evidence that readings were completed. * Personal opinions or feelings, or “I agree” or Great idea” were used without supporting evidence, and with limited or not connections to readings, outside references, research or individual real-life experiences to support important facts. * Responses do not build upon ideas of other learners. * Learner often submitted posts that were not in complete sentences. * Or two or more complete sentences are grammatically incorrect and have greater than 2 spelling errors. * The style of writing does not facilitate effective communication. * Initial discussion postings and/or responses were not at designated time set by the instructor. |

**Professional Growth Plan 50 Points (KTS 9) (PGES 4E)** **(Source of Evidence Professional Growth & Reflection).**

Submit the original Professional Growth Plan submitted at CAP 5. Additionally, submit a revised PGP that reflects your growth as a special education teacher/student since the beginning of your program. Given that you have grown both personally and professionally as a result of your program, this plan should reflect your growth. In addition to the PGP, you need to revise the PGP Self-Assessment (KTS) and Source of Evidence Self-Assessment Domain and submit with the PGP.

**Weekly Reflective Journals (60 points)**

Strong teachers reflect on their everyday practices, learning from their successes and mistakes. To practice the art of critical reflection and to demonstrate your understanding of the teaching cycle, you will be required to reflect on the effectiveness of your instruction at the end of each week. The reflections are required to cover the following three areas:

1. **What?** Describe a point from the class discussion that made you think twice about your own classroom teaching experience. This could include the effectiveness of your instruction, or a student’s reaction to during your instruction. You could also discuss how the point reflects on your most recent ARC meeting.
2. **So What?** Describe why this experience is important to you or what kind of impact it has had on you. Focus on an intellectual or emotional response you had and why that response is significant.
3. **Now What?** Describe the instruction implications (or ARC meeting) this experience has for you. Specifically what will change in the way to participate in the ARC meeting, or the way you provide instruction in your classroom, or how will this experience affect your future teaching efforts, or how this will affect your future ARC meetings.

**IEP Resource for Teachers and Parents 50 Points (KTS 7, 10) (PGES 4A, 4D)**

Use information for previous courses as well as other resources and uncovered by research, develop an information resource that explains the IEP and ARC process to general education teachers and parents. **Your resource can be in any format desired**, including a wiki, webpage, PowerPoint or Prezi presentation, or handbook, and should include:

* information about parental/guardian rights;
* the steps of the IEP and ARC process; and
* an explanation of roles of various committee members.

The focus on the resource should be to provide information to help parents and teachers actively participate in the IEP and ARC process. In your resources, be sure to explain any relevant “jargon,” and provide tips, questionnaires, checklist, and links to other resources. Include graphics and images for visual interest, and any other information you think a family and teachers may find useful.

*\*See scoring guide for details*

**Choice Assignments (2@50 each) Total** **100 Points (KTS 6, 7, 10)**

Choose any **2** of the following activities. Instructor will provide additional information for each assignment during class, if needed. Use APA format when citing the works of others.

* *Create a co-teaching lesson.* Identify which of the following co-teaching strategies will be used during the lesson: 1) station teaching, 2) parallel teaching, or 3) team teaching. The plan must be for a content area (i.e., reading, math, language arts, social studies, science). The lesson plan should include:
  + *Objectives written to include a specific condition, an observable behavior, and a measurable criteria.*
  + Steps of the strategies thoroughly outlined and presented in a sequential order with each new skill building upon the last. Consider components of direct instruction when designing lesson (review, explanation, modeling, practice with support, feedback and reinforcement, practice in controlled materials, feedback and reinforcement, independent practice, and evaluation.
  + Strategies vary across lesson plan and incorporate a variety of techniques, including but not limited to the various learning preferences and a mnemonic strategy.
  + All materials being used are listed and readily available during instruction.
  + A plan to measure learner progress and strategy effectiveness is outlined with mention of specific tools to be used.
* Create a PowerPoint or Prezi presentation with voiceover\*\* on use and effectiveness of formative and summative assessments. You will need to create a YouTube private account for the PowerPoint. Use APA format for citations. Instructor will provide a rubric. Minimum 15 slides.
* Create a PowerPoint presentation with voiceover\*\* on creation an IEP. Use the integrated report and eligibility documents provide the *provided in the course.* Presentation will cover all parts of the IEP; present level of academic achievements and functional including how the disability affects the student’s involvement and progress in the general curriculum, measurable goals and benchmarks and so forth. Use APA format for citations. Instructor will provide a rubric. Minimum 15 slides. Use the IEP form used in your district.

*NOTE:* Web sites to use for voiceover projects\*\*

voicethread.com

Movie Maker (Windows)

Doceri for iPads

**Disability in the Popular Media.****(50 points)(KTS 6, 7)**

In order to gain a better understanding of the stigma related to disability, as well as the gifts and strengths some people with disability possess, analyze and reflect on how one form of disability is portrayed in film. The analysis and reflection should include the following headings:

* + **Accurate and Realistic Portrayal**
    - Did the character demonstrate an accurate depiction of a specific disability?
    - Refer to text, online resources, and other reliable materials and provide examples from the film to support your analysis.
  + **Psychosocial analysis**
    - Were the reactions of others without disability in the film an accurate portrayal of how society responds to disability? Explain and provide specific examples.
    - What are the social implications of these reactions for both the individual with a disability and society in general?
    - Is People First language used and how does that impact the film?

\*See scoring guide for details

Possible media topics to select from include: Autism, Visual Impairments, Tramatic Brain Injury, Cerebral Palsy, Deaf-Blind, Down syndrome, Dyslexia, Emotional/Behavioral Disabilities and Mental illness, Learning Disabilities, Intellectual Disability, Speech Impairments, and Giftedness.

***Films that are pre-approved as acceptable for this project include:***

|  |  |  |
| --- | --- | --- |
| Temple Grandin | Tommy | My Sister’s Keeper |
| The Miracle Worker | The Boy Who Could Fly | Forest Gump |
| Of Mice and Men | Rain Man | Children of a Lesser God |
| Something about Mary | I am Sam | Normal People Scare Me |
| Masks | The Elephant Man | Sound and Fury |
| The Secret Life of Bees | Radio | One Flew Over the Cuckoo’s Nest |
| The Boys Next Door | Girl Interrupted | Front of the Class |

Once a film has been selected and viewed, **write a 2-3 page (doduble spaced, 12 point font) reaction paper** to what you observed in the film, comparing and contrasting the depiction of the disability in the film with what you are learning about disability from your courses and in class.

Follow the outline provide. For example, the first heading is “Accurate and Realistic Portrayal”. If you are unsure of how realistic the disability has been portrayed, go to the web to research the disability so you can make a strong case for this part of your report.

**\*Be sure to cite the film and web source used for this project when writing up your comparison and contract summary.**

**iPad Technology Resource Investigation (50 points) KTS 6**

Technology is becoming an increasingly useful resource when supporting students with disabilities, particularly in the general education setting. In order to broaden your knowledge and use of contemporary technology, research and discover **10** new and innovative ways to use iPads to support student with exceptional needs in school. At least five of the resources should be for students with a learning disability (LD), and five of the resources could be used to support students with other disabilities (MSD, EBD, VI, HI, OHI, or ASD). Any skill or content area can be the focus of the application.

Your resource report should include the following for each of the resources investigated:

1. Name of application/program
2. Download/purchase information
3. Brief description of the application/program
4. A visual image of the application if available
5. Implications for use in your teaching. Provide specific examples for each application.

\*See scoring guide for details

**Portfolio 300 Points (KTS 1,2,3,4,5,6,7,8,9,10) (PGES 1,2,3,4)**

Submit a professional portfolio based on the ten (10) Kentucky Teacher Standards. The Exit Portfolio Rubric will serve as the guideline for assessing the portfolio. The portfolio is a collection of students’ best pieces of work demonstrating their understanding of the ten Kentucky Teacher Standards and indicators.

\*See Exit Portfolio Guidelines and rubric for details. Additional details will be provided by the course instructor.

**Clinical Field Experience 100 Points (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,10) (PGES 1,2,3,4)**

Students will participate in **fifteen (15) hours** of field experience. Students will observe students with disabilities in co-teaching/collaborative settings. The instructor will provide details for the observation hours. A written reflection of the observations will be submitted; minimum of 3 pages. Grading will be based on depth and clarity. Use a pseudonym (mock) for real names when you write about learners and teachers to keep confidentially. Field experience summary form must be kept of the field experience. Cooperating teacher’s name and contact information must be provided. Instructor will randomly contact the P-12 teachers. The original form (16-17 form must be used) and the reflection must be sent to the Special Education Programs office. **A** **copy of the form and the reflection/analysis of the observations need to be sent to the professor** (highly important). The form must be completed in order to receive credit.

**Clinical Field Experience Activities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Public School**  **Field Hours** | **Purpose/Example of Activities** | **Purpose/Examples of Activities in Diverse/Alternate Settings** |
| SED 607  Graduate Practicum/  Seminar | **15** | \*Observe in content area (language arts, science, mathematics, social studies co-teaching collaborative classrooms. Write a reflection.   * *Observe for accommodations being provided for linguistically and culturally diverse learners.* * *Observe for the integration of technology into lessons observed.* * *Observe for the use of formative assessments.* * *Observe for questioning techniques used by the content teachers* | \*Attend one school board meeting  \*Attend one site-based council meeting  \*Interview three (3) from the following list and discuss their involvement/role in providing educational services to children with disabilities and their families: related service provides such as speech language pathologies, physical therapist, occupational therapist, behavior specialist/consultant, Family Resource Center or Youth Service Center director, food service, transportation director. Write a reflection.  \*ARC meeting experiences:   * ***If teaching****, discuss your first experience as a participant in an ARC meeting. Reflect on your expectation prior to the meeting and those after the meeting.* * ***If not*** *teaching, interview a regular education teacher, a special education teacher and the ARC chairperson. Reflect on the differences in the roles and responsibilities of these three committee members in an ARC meeting.* |

**Development / Implementation of leadership project 100 Points (KTS 10) (PGES 4D)**

Students will follow the Guidelines for Implementing the Leadership SoE-11.Leadership, in the development and implementation of the leadership project. The form must be completed in order to receive credit. Students will use the Leadership Plan developed in **SED 601, or create a new plan using SoE-11,** and implement for a minimum of three weeks (if possible). Prior to the implementation, the course instructor must approve the topic for the project. Student must submit the previous plan, or topic for a leadership plan before the second class.

Grading System

*NOTE: Your grade will not be released without submission of the course evaluation. The professor only receives information on whether the evaluation was submitted, never individual contents.*

Assignments Points

Participation 50

Discussion Forums 50

iPad Technology Resource Investigation 50

Professional Growth Plan 50

Weekly Reflective Journals 100

IEP Resource For Teachers & Parents 50

Media 50

Portfolio 300

Clinical/Field Experience/Reflection 100

Leadership Project 100

Choice Assignments – 2@50 points each 100

Total: 1000

Course Grading Scale

**100 POINT SCALE 50 POINT SCALE 300 POINT SCALE**

93 - 100% = 46-50 = A 279-300 = 93-100

85 - 92% = B 43-45 = B 246-278 = 85-92

77 - 84% = C 39-42 = C 237-245 = 77-84

71 - 6% = D

Below 70 = F

A completed CAP 7 application is required for completion of this course

Incomplete Policy

*In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with* ***justifiable cause****, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by contacting the Special Education Program Office or by accessing the University web page (*[*www.campbellsville.edu/mase*](http://www.campbellsville.edu/mase)*). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.*

*If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is signed by the instructor. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

**Copy of this form (*Request for Incomplete*) with the professor’s signature must be on file in the Special Education Programs Office at Campbellsville University.**

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Instructor’s Expectations for Appropriate Behavior in the Online Learning Environment**

* Dishonesty: Learners may not intentionally provide false information, copy, alter, or falsify documents of others. Learners may not represent the academic work of others as their own.
* Disrespect: Learners must refrain from behavior that may be perceived as inappropriate, offensive and unfair and must treat all other learners with respect at all times.
* Theft: Learners may not post, transmit, promote, and /or distribute content that violates copyright laws.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials are delivered via the Internet.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

|  |  |  |  |
| --- | --- | --- | --- |
| **Written Assignments Scoring Rubric** | | | |
| **Writing Conventions** | **3**  **(A)**  **Exemplar** | **2**  **(B)**  **Accomplished** | **1**  **(C/D)**  **Developing** |
| **Ideas and Content** | Contains an engaging introduction identifying the topic; ideas clearly and elaborates with supporting details; uses appropriate language appropriate to the audience. | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience. | Very few relevant ideas or information. |
| **Organization** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. | Minimal attempt at paragraphing, often unsuccessful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |
| **Mechanics** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |
| **Task Compliance** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Address a part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |
| **APA Style** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PowerPoint/Prezi Scoring Rubric** | | | | |
| **CATEGORY** | **Exemplar-4** | **Accomplished-3** | **Developing-2** | **Ineffective-1** |
| **Originality** | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on a few slides. | Presentation is a rehash of other people’s ideas and/or graphics and shows very little attempt at original thought. |
| **Effectiveness** | Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide. | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. | Project is missing more than two key elements. It would make an incomplete study guide. | Project is lacking several key elements and has inaccuracies that make it a poor study guide. |
| **Sequencing of information** | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next side. | Most information is organized in a clear, logical way. One card or item of information seems out of place. | Some information is logically sequenced. There are sections where information is not clear and concise. | There is no clear plan for the organization of information. |
| **Content - accuracy** | All content throughout the presentation is accurate. There are no factual errors | Most of the content s accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but some pieces of information are clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| **Use of graphics** | All graphics are  attractive and  support the topic of  the presentation.  Minimum one image  per slide. | A few graphics are  not attractive but all  support the content  of the presentation | All graphics are  attractive but a few do not seem to support the content of the  presentation.  Some slides are missing images. | Several graphics are unattractive and detract from the content of the presentation. |
| Every slide contained a slide transition | Slide transitions were not used for 1-2 slides | Slide transitions were not used for more than 2 slides | Slide transitions were not used. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists are organized, but the overall organization topic appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| **Citations** | Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. | Most sources of information use proper citation and sources are documented to make it possible to check on the accuracy of information. | Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper citations. | No copyright guidelines are followed and some information, photos and graphics do not use proper citations. |
| Spelling and Grammar | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical error. | Presentation has 1-2 grammatical errors, but not misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |

smhsmusic.org/Web%20Page/***Rubrics***/Assessment/***PPT***%20***Rubric***.pdf

<http://www.rcampus.com/rubricshowc.cfm?sp=true&code=N593AB&>

**WEEKLY ASSIGNMENT SHEET**

|  |  |  |
| --- | --- | --- |
| WEEK | ACTIVITIES/ASSIGNMENT | Assignment DUE |
| 1 | ***Course Expectations***  Review and discuss   * course syllabus, assignments and due dates, assessment pieces, portfolio | Date to work on portfolio on campus (Saturday) |
| 2 | ***Effective Teachers***  Characteristics of an effective teacher  Characteristics of an ineffective teacher  What great teacher do by Todd Whitaker  **Role of Special Education teacher -Impact on student learning** | **DUE:**   * **Leadership Topic**   *Leadership Plan created in SED 601 but not implemented*   * **Professional Growth Plan** * Self-Assessment; original & revised * Professional Growth Plan; original & revised * PGES Domains   **OR**  Use the current plan for your district, student voice, survey data, and student growth goal. Analyze the information and develop a new PGP for the 2017-18 school year. |
| 3 | ***Instructional Practices***   * Differentiated Instruction * Marzano’s 9 Highly Effective Instructional Strategies   4Cs: critical thinking/problem solving, communication, collaboration, creativity (innovation)…www.p21.org | **DUE:**  IPad Technology Resource |
| 4 | ***Confidentiality***   * PowerPoint: review before class. * Laws which impact confidentiality: 504, IDEA, FERPA, HIPPS   ***Parental Involvement*** | **DUE:**  Media assignment |
| 5 | ***The ARC Process/IEP***  Topics for Discussion   * referral, procedural safeguards, ARC membership (required and others invited), roles & responsibilities, eligibility determination, integrated report/assessment, IEP relevance and components of IEP (PLEP, etc.), ESY | **DUE:**  Leadership Project  SoE-11 complete with supporting data |

|  |  |  |
| --- | --- | --- |
| **Special Education - Graduate Practicum/Seminar**6 | ***Assessment for Classroom Instruction***   * Formative and Summative Assessment   + Review Formative Assessment PowerPoint before class   Response to Intervention/Kentucky System of Intervention (MTSS) | **DUE:**  The IEP ARC Resource Project |
| 7 | **Writing Quality Individualized Education Programs**  **Using the integrated report provided by the instructor, in groups: determine eligibility, write one annual goal, and four (4) benchmarks. Present findings to classmates.** | **DUE:**  Portfolio |
| 8 | ***Co-Teaching/Collaboration/Inclusion***  What it is/What it is not   * 6 co-teaching strategies: One Teach, One Observe, One Teach, One Assist (Shadow)   Station Teaching, Parallel Teaching  Alternative (Differentiated) Teaching  Teaming – Speak & Add, Speak & Chart  Review Co-Teaching PowerPoint before class   * In groups, write a lesson plan using one of the co-teaching strategies in the content area of reading, 5th grade. | Course Evaluation (online)  Field Hours Summary Form  Field Hours Reflection  Choice Assignments  2 activities of interest to learner |

**References**

Dewey, J. (1990). The school and society: The child and the curriculum. Chicago:

The University of Chicago Press.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Gibb, G.S. & Dyches, T.T. (3rd) (2016) IEP: Writing quality individualized education programs. Boston: Pearson.

Graves, D. H. (1991). Build a literate classroom. Portsmouth, NH: Heinemann.

Halmhuber, N., & Beauvais, K. J. (2002). Case studies about children and adolescents

with special needs. Boston: Allyn & Bacon.

Heward, W. L. (2003). Exceptional children (7th ed.). Upper Saddle, NJ: Merrill.

Klinger, J., Sorrells, A.M., & Barrera, M.T. (2007) Considerations when implementing response to intervention

with culturally and linguistically diverse students. In D. haager, J. Klinger, & S. Vaughn (Eds.),

*Evidence-based reading practices for response to intervention* (pp. 223-244). Baltimore: Paul H. Brookes

Publishing Co.

Leu, D. J. (2002). Internet workshop: Making time for literacy. The Reading Teacher, 55, 66-472.

Murphy, S. (1991). A closer look at standardized tests. In K.S. Goodman, L.B. Bird,

&Y.M. Goodman (Eds.), The whole language catalogue: Supplement on authentic

assessment (p. 26) SRA: Macmillan/McGraw-Hill.

Norton, D. E. (2001). Through the eyes of a child: An introduction to children's

literature. Upper Saddle, NJ: Merrill.

Pearson, D. (1985). Changing the face of reading comprehension instruction.

The Reading Teacher, 38, 724-738.

Rasinski, T.V. (Ed.). (2000). Teaching word recognition, spelling, and vocabulary. Newark, DE: IRA.

Smith, F. (1992). Learning to read: The never-ending debate. Phi Delta Kappan,73, 432-44

Sutherland-Smith, W. (2002). Weaving the literacy web: Changes in reading from page

to screen. The Reading Teacher, 55, 662-669.

Tompkins, G. E. (2000). Teaching writing: Balancing process and product (3rd ed.).

Upper Saddle River, NJ: Merrill.

Vygotsky, L. S. (1986). Thought and language. Cambridge: MIT Press.

Walker, B. (2000). Diagnostic teaching of reading: Techniques for instruction and

assessment (4th ed.). Upper Saddle River, NJ: Merrill.