

SPED 6793 Practicum II: Special Education (3 semester hours)

Semester/Year	Spring 2015
Time/Location	100% Online
Instructor	Dr. Sandra Hess Robbins
Office Location	Education Annex #226
Office Hours	Monday 10:00-2:00 Tuesday 12:00-4:00 Thursday 11:00-1:00 (online) Additional face to face and online times available by appointment
Telephone	Direct Line: 678-839-6164 Department Line: 678-839-6559
Email	srobbins@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisites: GPA 3.0+; Advance application for field experience required prior to enrollment.

Supervised practicum in an approved setting in which students identified as having disabilities appropriate to certification in Special Education-General Curriculum are being served. Course includes seminars and outside readings/assignments as well as in-program activities. Course is designed to be taken toward/at the end of the student's program. SPED 6767 should be completed or taken concurrently with this course.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards from the Council for Exceptional Children (CEC) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

The following approaches to instruction will be used: interactive technology, small group collaboration, large group discussion, individual and group assignments and projects.

"This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	200 minutes
Audio/video instruction	300 minutes
Online assignments	300 minutes
Lesson Plan Activity	500 minutes
Intern Keys Analysis/Eval.	300 minutes
IEP Activity	200 minutes
Academic Child Change	300 minutes
Self-Evaluation/Reflection	150 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. apply knowledge and skills related to behavior and classroom management to create/ maintain an appropriate learning environment
(Henley, Ramsey, & Algozzine, 2002; Kerr & Nelson, 2006)
(Conceptual Framework Descriptors: Adaptive, Proactive)
(Standards: NBPTS ENII, IV, VIII, X; CEC 2 & 5; InTASC 3, 7, 8)
2. engage in collaborative activities, preferably with all levels of school personnel, families, and the community
(Council for Exceptional Children, 2003; Henley et al., 2002; Kosmoski & Pollack, 2000; Rosenberg, O'Shea, & O'Shea, 2006)
(Standards: NBPTS EN III, IV, VI; CEC 7; InTASC 10)
3. engage in the full teacher role, including assessment, planning, instruction, management of the learning environment, collaboration, and performance of duties in line with required codes of ethics, as well as federal and state laws and regulations
(Arter & McTighe, 2001; Coyne, Kame'enui, & Carnine, 2007; Council for Exceptional Children, 2003; Danielson, 1996; Frieberg & Driscoll, 2005; Heinich, Molenda, Russel, & Smaldino, 1999; Henley, Ramsey, & Algozzine, 2002; Kerr & Nelson, 2006; Kosmoski, & Pollack, 2000; Male & Gotthoffer, 1999; Marzano, Pickering, & Pollock, 2001; Mastropieri & Scruggs, 2007; Nolet & McLaughlin, 2000; Rosenberg, O'Shea, & O'Shea, 2006; Tomlinson, 2001; Weber, 2005; Wiggins & McTighe, 2005)
(Standards: NBPTS EN I-X; CEC 4 & 6, InTASC 6, 9 & 10)
4. demonstrate knowledge and use of various teaching techniques appropriate for students with diverse learning needs and backgrounds
(Arter & McTighe, 2001; Coyne et al., 2007; Danielson, 1996; Haager & Klingner, 2005; Henley et al., 2002; Marzano et al., 2001; Tomlinson, 2001; Weber, 2005; Wiggins & McTighe, 2005)
(Standards: NBPTS EN II, IV, VI, VII, VIII; CEC 1 & 5; InTASC 1, 2, 7 & 8)
5. demonstrate knowledge of how technology can be utilized in the classroom to enhance student learning, as well as to provide a teacher with opportunities for lifelong learning
(Heinich et al., 1999; Male & Gotthoffer, 1999)
(Standards: NBPTS EN VII, XI, XIII, XIV; CEC 5 & 6; InTASC 7, 8, 9 & 10)

*NBPTS EN refers to the Exceptional Needs standards of the National Board for Professional Teaching Standards; additional information is available from:

http://www.nbpts.org/sites/default/files/documents/certificates/NB-Standards/nbpts-certificate-ecya-ens-standards_10.01.13.pdf

**CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children; the CEC standards are available from

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

*** INTASC refers to the Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**Required Text(s)** None**Required Instructional Resource:** Tk20 Subscription (Tk20 is **REQUIRED** for this class.)

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

http://www.westga.edu/coe/index_550.php.For assistance, email tk20@westga.edu.**Course References**

Council for Exceptional Children

<http://www.cec.sped.org/>

Georgia Department of Education

<http://www.doe.k12.ga.us/>

Georgia Professional Standards Commission

<http://www.gapsc.com/>

References

Arter, J., & McTighe, J. (2001). Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance. Thousand Oaks, CA: Corwin Press.

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). Effective teaching strategies that accommodate diverse learners.

Council for Exceptional Children. (2003). What every special educator must know: Ethics, standards, and guidelines for special educators (5th ed.). Arlington, VA: Author.

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Frieberg, H. J., & Driscoll, A. (2005). Universal teaching strategies (4th ed.). Boston, MA: Pearson.

Haager, D., & Klingner, J. K. (2005). Differentiating instruction in inclusive classrooms: The special educator's guide. Boston, MA: Pearson.

Heinich, R., Molenda, M., Russel, J. D., & Smaldino, S. E. (1999). Instructional media and technologies for learning. Upper Saddle River, NJ: Prentice-Hall.

Henley, M., Ramsey, R., & Algozzine, R. F. (2002). Characteristics of and strategies for teaching students with mild disabilities (4th ed.). Boston, MA: Allyn & Bacon.

- Kerr, M. M., & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Kosmoski, G. J., & Pollack, D. R. (2000). *Managing difficult, frustrating, and hostile conversations: Strategies for savvy administrators*. Thousand Oaks, CA: Corwin Press.
- Male, M., & Gotthoffer, D. (1999). *Quick guide to the internet for special education*. Boston, MA: Allyn & Bacon.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Nolet, V., & McLaughlin, M. J. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press.
- Rosenberg, M. S., O'Shea, L., & O'Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Tomlinson, C. A. (2001). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Weber, E. (2005). *MI strategies in the classroom and beyond: Using roundtable learning*. Boston, MA: Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

UWG Library: www.westga.edu/~library/

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment1:

Participation in online discussions.
(Course Objectives 1-5)

Assignment 2:

Regular and timely attendance in the school setting: Candidates are expected to meet or exceed expectations for teachers in their schools. Candidates who are not attending their school, or are not in their assigned classrooms on a particular day must notify their University supervisor, by phone and e-mail.

(Course Objectives 1-5)

Assignment 3:

IEP components: Guidelines will be provided.

(Course Objectives 1-5)

Assignment 4:

Satisfactory performance on the Intern Keys

(Course Objectives 1-5)

Assignment 5:

Lesson Plans: Candidates must demonstrate their ability to plan for students with disabilities from diverse groups to individually-appropriate levels of achievement based on IEP components and functional assessment of needs.

(Course Objectives 1-5)

Assignment 6:

Academic Child Change Project (M.Ed. Students only): Candidates will complete a project demonstrating their ability to positively impact the behavior of one or more of their students.

OR

EdTPA portfolio (MAT Students only): Candidates will follow the guidelines in the EdTPA handbook to complete and submit an EdTPA teacher candidate portfolio

(Course Objectives 1-5)

Assignment 7:

Practicum Experience Evaluation: Candidates must demonstrate their ability to be reflective of their practices via a self-evaluation of their practicum experience.

(Course Objectives 1-5)

Assignment 8: All SPED 6793 Students must complete and submit the SPED program Posttest (in CourseDen)

Evaluation Procedures

Assignment	Points	Assessment Tools
1. Online Discussions	2 @ 5=10 points	Guidelines/Rubric
2. Regular and Timely Attendance at School Sit	5	Self-Report
3. I.E.P Components	10	Guidelines/Rubric
4. Intern Key/Analysis and Evaluation of the standards	10	Guidelines/Rubrics
5. Lesson plans	20	Guidelines/Rubric
6. Academic Child Change Project OR EdTPA Portfolio	20	Guidelines/Rubric This assignment must be uploaded into Tk20
7. Self-Evaluation/Reflection	10	Guidelines/Rubric
8. SPED program PostTest	20	Percent Score
TOTAL Possible Points	100	

Grading**This course is Pass/Fail**

If you earn at least 75% of the possible points (100 points) for this course AND pass all portfolio assignments, you will successfully pass this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Assignments should be completed for quality, not quantity. Focus on stating points clearly. Correct grammar is expected.
2. Examine the language used within the assignments. Remember to remove the focus on a person's behavior or disability by making statements in a people first format (e.g., a person with a disability).
3. Avoid judgmental statements and focus on the facts when writing about students. As teachers, our own biases and opinions must be aside in order to view each student as a capable and valuable human being.
4. Be sure to maintain confidentiality of student(s), setting(s), and teacher(s). All identifying names and information should be omitted from written work and discussions.
5. Late work policy: Assignments will be considered late if they are not turned in by the assigned due date listed in the Class Outline at the end of the syllabus. Work turned in after the deadline will have one point deducted for each day after the due date. Late work will be accepted for full credit only in instances of documented emergencies.
6. Opportunities for extra credit may be provided for this course at instructor discretion. Work completed for another course is not acceptable for this course.
7. Attendance: Because attainment of objectives of this course is directly related to the developmental sequence of experiences from class to class, regular attendance is crucial. Since this is a fully online class, attendance will be determined by participation in weekly module discussions and assignment. Logging in weekly and working in the course is mandatory. All justified absences for on-line class meetings and participation must also be properly documented. Whenever possible, prior notice should be given to the course instructor when these absences or failure to submit assignments by the due date are anticipated. If prior notice of an absence or failure to submit assignments by the due date cannot be given to the instructor, then notification must be sent as soon as it is possible. A candidate with more than 2 on-line absences for the semester must contact the instructor immediately. Administration will be contacted and you can be dropped from the course.
8. Just as attendance is important, punctuality and commitments are the hallmarks of a professional. Punctuality and commitment demonstrate respect for yourself, your colleagues, and your instructor. Punctuality applies to online class participation, discussions, and activities.
9. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly. The Instructor will contact you through your myUWG and/or CourseDen emails.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic

dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Opportunities for extra credit may be provided for this class. Work completed for another class is not acceptable for this class.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Due to FERPA guidelines, the Instructor will correspond to questions concerning the course through your MyUWG and/or CourseDen emails.

Common Language for Course Syllabi: Please carefully review the information at [Common Language for Course Syllabi](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf), http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following Special Education Program policies apply to this course:

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Special Education Program Policies:

Quizzes: All quizzes completed after the assigned due date and time will receive 0 points.

Online Discussion Posts: All discussion posts that are made after the assigned due date and time will receive 0 points.

Assignment Due Dates: All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off per day.

Plagiarism: Plagiarism of any kind (intentional or unintentional) is grounds for a 0 on the assignment. Any instances of plagiarism will be reported to the Vice President for Academic Affairs. Additionally, it may be grounds for a 0 in the course.

CLASS OUTLINE

Important dates related to registration, drop/add, payments, graduation registration, etc. can be found at THE SCOOP website at <http://www.westga.edu/registrar/766.php> or visit the registrar's webpage at: <http://www.westga.edu/registrar/index.php>.

MODULE	DATES	TOPICS AND ASSIGNMENTS	DUE DATES
1	January 5 – January 18	<p>Introduction to the course, Georgia certification, edTPA, Intern Keys, Differentiated Instruction</p> <p>Module Checklist</p> <p>Tiered Certification</p> <p>Intern Keys</p> <p>Regular and Timely Attendance at School Site Documentation</p> <p>Weekly Self-Evaluation and Reflection of Teaching</p> <p>Differentiating Instruction</p> <p>Module Discussion Activity</p>	<p>Initial Discussion Post Due by Saturday Jan 10 at 11:59 p.m. You must reply to at least two of your classmates' posts by Jan 18.</p> <p>Module checklist due by Jan 18 at 11:59 p.m.</p> <p>Complete the IRIS Module Assessment and upload into the Dropbox no later than Jan 18 at 11:59pm (This will count as part of your discussion points.)</p>
2	January 19 – February 1	<p>Academic Language and Language Demands, Planning for Instruction, IEPs, Classroom Management</p> <p>Module Checklist</p> <p>Lesson Plan Activity rubric and guidelines</p> <p>Depth of Knowledge (DOK) and Academic Language</p> <p>Dispositions and Teaching</p> <p>Introduce the Dispositions Rubric</p> <p>Introduce the Intern Keys Analysis and Evaluation Activity Rubric and Guideline</p> <p>Policy Quiz/Statement</p> <p>Module Discussion Activity Classroom Management Activity</p>	<p>Initial Discussion Post Due by Saturday, January 24 at 11:59 p.m. You must reply to at least two of your classmates' posts by February 1.</p> <p>Policy Quiz/Statement due by February 1 at 11:59 p.m.</p> <p>Complete the IRIS Module Assessment and upload into the Dropbox no later than February 1 (This will count as part of your discussion points.)</p>

MODULE	DATES	TOPICS AND ASSIGNMENTS	DUE DATES
3	February 2 – February 15	<p>Addressing the Learning Environment and Designing Assessment</p> <p>Module Checklist</p> <p>Introduce the Child Change Project rubric and guidelines (This will be the implementation of the Lesson Plan, collection of data, reflection of data and data informed decisions.)</p> <p>Introduce the IEP Components Activity Rubric and Guidelines</p> <p>Developing IEPs</p> <p>Intern Keys Evaluation Analysis and Evaluation of Standards Due</p> <p>Module Discussion Activity Assessment Activity</p>	<p>Initial Discussion Post Due by Saturday, February 7 at 11:59 p.m. You must reply to at least two of your classmates' posts by February 15.</p> <p>Module checklist due by February 15 at 11:59 p.m.</p> <p>Intern Keys evaluation analysis and evaluation of standards due by February 15 at 11:59 p.m.</p> <p>Complete the IRIS Module Assessment and upload into the Dropbox no later than February 15 (This will count as part of your discussion points.)</p>
4	February 16 – March 1	<p>Understanding the cycles of Instruction and Assessment, Collecting Data and Making Decisions</p> <p>Module Checklist</p> <p>IEP Components activity due</p> <p>Module Discussion Activity Data-Informed Decision Activity</p>	<p>Initial Discussion Post Due by Saturday, February 21 at 11:59 p.m. You must reply to at least two of your classmates' posts by March 1.</p> <p>Module checklist due by March 1 at 11:59 p.m.</p> <p>IEP Components activity due by March 1 at 11:59 p.m.</p> <p>Complete the Data-Informed Decision Activity and upload into the Dropbox no later than March 1 (This will count as part of your discussion points.)</p>
5	March 2 – March 15	<p>Reflecting on Instruction, Making Data Informed Decisions, and the Continuous Cycle of Instruction</p>	<p>Initial Discussion Post Due by Saturday, March 7 at 11:59 p.m. You must reply to at least two of your classmates' posts by March</p>

MODULE	DATES	TOPICS AND ASSIGNMENTS	DUE DATES
		Module Checklist EdTPA Portfolio Module Discussion Activity Case Study will be used to complete the Module Activity	15. Module checklist due by March 15 at 11:59 p.m. EdTPA portfolio due by March 3 at 11:59 p.m.
6	March 23 – April 5	Strategies for Positive Environments and Student Behavioral Outcomes Module Checklist Module Discussion Activity Case Study will be used to complete the Module Activity	Initial Discussion Post Due by Saturday, March 28 at 11:59 p.m. You must reply to at least two of your classmates' posts by April 5. Module checklist due by April 5 at 11:59 p.m.
7	April 6 – April 19	Use of Technology in Instruction Module Checklist Academic Child Change Project due (implementation of the lesson plan, collection of data, reflection of data and data informed decisions) Final Module Discussion Activity Case Study will be used to complete the Module Activity	Initial Discussion Post Due by Saturday, April 11 at 11:59 p.m. You must reply to at least two of your classmates' posts by April 19. Module checklist due by April 19 at 11:59 p.m. Academic Child Change Project due by April 19
8	April 20 – April 24 (Finals Week)	End of Course Wrap Up Complete and upload the Self Evaluation/Reflection Upload your documentation of Regular and Timely Attendance at your school site	Self-Evaluation/Reflection due by April 22 at 11:59 p.m. Documentation of Regular and Timely Attendance at your school site due by April 23 at 11:59 p.m.