

Course Code & No.-Section:	SPED 595, Section R1
Course Title (Credits):	Special Education Student Teaching Seminar(8)
Term and Year:	Spring 2012
Course Reference Number (CRN):	10310
Instructor:	Toby Wiedenmayer, MaT
Email:	twiedenmayer@sierranevada.edu
Website:	http://snceducation.weebly.com
Class Meeting Time:	Th. 5:30-7
Location:	Reno Office
Prerequisites:	Full admission and testing requirements met

Course Description

SPED 595 Special Education Student Teaching Seminar is the full time student teaching experience (8-10 credits) required in classroom settings, leading to licensure. Students are assigned to lead teachers employed by a public or private school system. College supervisors are appointed to supervise the student teaching process, making regular visits to observe the student's practicum experiences, and conducting conferences with the student and the lead teacher. Weekly seminars are held to bring students together to form a positive support group, promote professional growth and reflection, and provide further information to be applied in the classroom of an effective teacher.

Student Outcomes

Program Outcomes (Title II Program Outcomes correlated to Teacher Candidate Learning Outcomes):

TCLO 1, 2 - SEC 206(b)(2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom; (4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students and children from low-income families.

TCLO 1, 2 - SEC 205 (H.R. 4137-72) (F) USE OF TECHNOLOGY a description of the activities, including activities consistent with the principles of universal design for learning, that prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

TCLO 2, 3 - SEC 206 (b)(4) general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families; (5) prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

TCLO 3 - SEC 206 (b)(2) training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Course Requirements

Course participants are expected to prepare for and attend each class meeting. Basic requirements include:

1. **Seminar attendance:** Notify the instructor in advance if you have to miss a class. Students may not miss more than two (2) classes. In the event of a school conflict, such as a required "Open House," the student teacher will notify the instructor and an "assignment in lieu" may be required.
2. **Read:** Assigned materials will be given throughout.
3. **Participate:** The student teacher will be required to participate in meaningful class discussions and/or assigned presentations. Seminar participation in combination with the supervised student teaching experience is expected to develop each student's proficiency as a classroom teacher.
4. **Implement:** Student teacher will practice new skills, strategies and understandings addressed in the class sessions within the context of the student teaching experiences.
5. **Assignments:** All assignments need to be completed and submitted when due.

Instructional Strategies

This class will utilize lectures, small group instruction, and individual work in class using case studies, oral presentations, online discussions, and homework assignments.

INTASC Special Education Standards

The following INTASC principle, in combination with the NCATE/CEC Special Education standards, is the main focus of this course. Students completing the course demonstrate competence in the following area as defined in the INTASC Special Education principles:

Principle #9: Reflection and professional development

Reflect upon professional practice and actively seek opportunities to grow professionally through active discourse and professional study.

NCATE/CEC Program Standards

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based upon philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that influence the field of special education. Special educators understand how these influence professional practice including assessment, instructional planning, implementation, and program evaluation.

Standard 2: Development and characteristics of learners

Special educators know and demonstrate respect for their students first as unique human beings.

Standard 3: Individual learning differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.

Standard 4: Instructional strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.

Standard 5: Learning environments and social interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs.

Standard 6: Language

Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

Standard 7: Instructional planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long range individualized instructional plans anchored in both general and special curricula.

Standard 8: Assessment

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning process.

Standard 9: Professional and ethical practice

Special educators are guided by the profession's ethical and professional practice standards.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

Attendance

Candidates are required to attend all classes and participate in class discussions and small group activities and presentations. In accordance with TED guidelines, students are expected to attend all classes for the entire class period. Students absent for more than two classes may fail the course. This should not be construed as license to miss two classes. **Participation also includes the use of SNC email to communicate with the instructor. When sending e-mail attachments, please include your last name, course, and assignment (JonesSPED540ParentInterview).**

Research Project

Any research project involving human or animal subjects must be submitted to the college Research Committee for approval.

Class Requirements

It is recommended that you bring a laptop computer to each class meeting. Cell phones and pagers must be turned off or set to 'silent mode'.

Library

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC Community unique skills, talents, values, and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility, and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code

published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of the student's academic record.

- 1st Offense:** Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense:** Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense:** Student is expelled.

Grading Policy

A	950-1000 points
A-	900-949
B+	850-899
B	800-849
B-	750-799

Assignments

Case Study/Portfolio (800 points): Students will choose one student to evaluate throughout the course and use for the exercises and activities. The case study will have different components due each week:

1. Sociogram (50)
2. Assessments and reflection (100)
3. Transition plan (100)
4. Instructional learning plan (100)
5. Environmental plan/Classroom Management(100)
6. Assistive technology use (50)
7. Differentiated lesson plan (100)
8. Individualized Education Plan (100)
9. Personal Philosophy of Teaching (100)

Attendance and Participation (100 points): Students will be expected to attend, and discuss relevant and current situations in their classes. Students may be asked to bring in relevant information for these discussions.

Reflective journal (100 points): Students will be expected to maintain a journal detailing insights throughout their experience on a weekly basis. Topics within the reflective journal include: discussion of what happens in the classroom and any questions, describing a classroom management plan, sharing a personal philosophy and mission statement with regard to teaching.

Procedures

The procedures for the student teaching experiences are explained in the Student Teaching Handbook. Seminar requirements are provided to complement the student teaching experience by providing a forum for theory, application and reflection relative to professional practice.

Grading Criteria

Student teaching is a pass/fail grade determined by an evaluation of the Student Teaching Field Experience and the participation in Seminar, completion of required Professional Portfolio artifacts and seminar assignments.

Evaluation of effective teaching at the Student Teaching Level:

Final Report will include an assessment of Student Teaching Field Experience. The Teacher Education Program retains final determination of the grade which is determined by completion of the required documentation of the student teaching experience, fulfilling all Seminar requirements, and the evaluation completed by the College Supervisor of Student Teaching and seminar instructor. All assigned documents must be completed to receive a passing grade in the course. Otherwise, course participants will receive a failing grade or an IP.

Course Elements

Percent of Grade

Student Teaching Field Experience	60%
Required documents (Lesson plans, etc.), College Supervisor's Evaluation and Class Attendance with satisfactory participation in the Seminar	40%
As documented by the instructor:	100%

Instructional Strategies

The following instructional practices used in this class include, but are not limited to: lecture, Socratic dialogue, individual and small group activities, integration of technology, and on-going, constructive feedback.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775)831-1314 x. 7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of the Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members, and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students should check their college email accounts daily during the school year.

Students have the right to forward their SNC email to another email account (for example, @ hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC email forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Class Schedule (Tentative)

Class Number	Date	Topic/Standard	Activities/Assignments
1	1/19/12	Introduction to the course assignments and requirements.	Discuss seminar assignments Collect Student Teacher forms Assignment: What are the most important qualities of a successful special education teacher?
2	1/26/12	Special Education Laws and Policies Diversity in special education	Special education law: choose a case for reflection. Bring case to next class meeting. Discussion: Special Ed. Demographics of your classroom
3	2/2/12	Standard 1: Foundations	Discuss special education case. Legal requirements of IEPs, procedural safeguards, least restrictive environment, and prior written notice. Portfolio/Case Study: select a student to follow throughout the class. Write some background information.

Class Number	Date	Topic/Standard	Activities/Assignments
4	2/9/12	Standard 2: Development and characteristics of learners	<p>Human development, different abilities, and impact.</p> <p>Collaboration with families, staff, and organizations.</p> <p>Discussion: what collaboration opportunities are available to you in your special education assignment?</p> <p>Portfolio/Case Study: sociogram of student</p>
5	2/16/12	Standard 3: Individual learning differences	<p>Review case study, evaluate how students background can effect their progress in the educational system.</p> <p>Methods of assessing learning differences.</p> <p>Transitioning students, and transition plans. Functional Behavioral Assessments and positive behavioral supports.</p> <p>Portfolio/Case Study: individual learning differences review of student, conducting assessments.</p>
6	2/23/12	Standard 3: Individual learning differences	<p>Planning for Differentiated Instruction</p> <p>Discussion: how have you seen differentiated instruction utilized in your school?</p>

Class Number	Date	Topic/Standard	Activities/Assignments
7	3/1/12	Standard 4: Instructional Strategies	Effective Elementary Instruction: "Success For All" (SFA), Cooperative Learning, "Reading Recovery," Peer Assisted Learning, RTI, Self-Regulated Strategy Development, Cognitive Strategy
8	3/8/12	Standard 4: Instructional strategies	<p>Discuss individual learning differences, and determine research based instructional strategies. (Models and Approaches for Content-Area Instruction: Unit and Lesson Organizers, Improving Expository Writing Across Content-Area Classes, Mnemonic Strategies, Content-Area Reading, Note-Taking, Effective Test Taking, Universal Design for Learning, Direct Instruction, Guided Discovery Learning, Cooperative Learning)</p> <p>Portfolio/Case Study: Develop a research based instructional learning plan to work individual student</p>

Class Number	Date	Topic/Standard	Activities/Assignments
9	3/22/12	Standard 5: Learning environments and social interactions	<p>Evaluate learning plan, discuss, and plan to implement in the classroom. Share ideas of other plans.</p> <p>Classroom Management Strategies: Review and discuss mission, rules, procedures, supports, consequences, crisis considerations, and accessibility.</p> <p>Portfolio/Case Study: Evaluate the environment and how it supports the student in your case study.</p>
10	3/29/12	Standard 6: Language	<p>Discuss environmental review. Discuss other tools to support learning.</p> <p>Review of classroom management strategies: Surface management, Defusing Confrontations and Responding to Dangerous Behaviors, Daily Progress Feedback (DPF) form, Behavioral Contracts, Social Stories.</p> <p>Portfolio/Case Study: Use of augmentative, alternative, and assistive technologies with student.</p>
11	4/5/12	Standard 7: Instructional planning	<p>Discuss use of technology with student, and case study ideas. Differentiating instruction.</p> <p>Portfolio/Case Study: Create a lesson plan that is differentiated to meet the needs of your student, as well as the needs of the rest of your class.</p>

Class Number	Date	Topic/Standard	Activities/Assignments
12	4/12/12	Standard 8: Assessment	Evaluate lesson plan, discuss. Response to intervention, formative and non formative assessment, standardized assessment. Review IEP components. Portfolio/Case Study: Write an IEP and transition plan.
13	4/26/12	Standard 9: Ethical Practice Standard 10: Collaboration	Philosophy Statement and Interview Preparation.
14	5/3/12	Final Class	Final Portfolio/Case Study Due. Review overall case study and IEP. Share resources.

*Class not meeting formally, rather assignment and discussion to take place online. Instructor will provide outside office hours to help with assignments.