Course Syllabus

Division: Teacher Education Division
Program Area: Special Education
Course #: SED: 6010
Course Title: Seminar in Special Education
Section #: 21083----001
Term/Year: Winter Semester 2014
Course Location: Room 200 College of Education
Day: Wednesday Time: 4:00pm – 5:40pm
Instructor: Beverly E. Schneider
Office Address: 225 College of Education
Office Phone #: 313- 577- 0915 e-mail: beverly.schneider@wayne.edu
Course Description: Student teaching in special education. Selected topics, problem solving, and reflection on experiences as a student teacher facilitating the learning of children with a mental and/or related disability.

Course Outcomes

1. Students will write a journal in Blackboard reflecting upon on their student teaching experience.

2. Students will visit two teaching support services and start developing an online guidebook of teaching support services in the Metropolitan area intended for parents.

3. Students will articulate problems and issues in their student teaching experience with other special education student teachers. Students will give each other assistance in resolving problems and issues.

4. Students will respond to faculty observation with verbal/written feedback related to their student teaching assignment

5. Students will articulate how their experiences represent the mission of the College of Education

Required Text(s): None for this course. Selected current readings will be selected for discussion

Additional References: None for this course. Students will identify articles of research interest, distribute and lead a discussion related to article and/or research.

Michigan Standards:
Michigan Special Education Standards (four MTTC areas and objectives)

Area I UNDERSTANDING STUDENTS WITH CI
1. Understand typical and atypical human growth and development of CI
2. Understand factors that effect development and learning.
3. Understand the effects of CI on human development, learning, and transition to postsecondary/ adult life roles.
4. Understand types, characteristics, etiologies, and prevention of cognitive impairments.
5. Understand types and characteristics of perceptual, memory, and reasoning disorders associated with learning disabilities.
6. Understand types and characteristics of behavior, social, and emotional disorders associated with learning disabilities.

Area II-ASSESSING STUDENTS WITH CI AND DEVELOPING INDIVIDUALIZED PROGRAMS
1. Understand types and characteristics of various assessment instruments and methods.
2. Understand procedures for conducting assessments to address the individual strength and needs of students with CI
3. Understand procedures for interpreting and communicating assessment results to all stakeholders
4. Understand procedures for developing, implementing, monitoring, and amending Individualized Education Programs (IEPS), Individualized Family Service Plans (IFSPs) and transition plans for students with CI

Area III- PROMOTING DEVELOPMENT AND LEARNING IN STUDENTS WITH CI
1. Understanding strategies for planning and managing the learning environment for students with CI
2. Understand strategies for developing and implementing effective behavior interventions for students with CI
3. Understand principles and methods of curriculum development and instructional planning for students with CI
4. Understand principles and methods of individualizing instruction for students with CI.
5. Understand strategies for promoting the communication skills and social competence of students with CI.
6. Understand strategies and procedures for supporting life transitions of students with CI.
7. Understand Strategies for enhancing positive self-concept, social interactions, and self-advocacy skills in student with cognitive impairments.

Area IV: WORKING IN THE PROFESSIONAL ENVIRONMENT
1. Understand strategies for communicating and collaborating with students with CI and their parents achieve desired learning outcomes
2. Understand strategies for establishing partnerships with other school personnel and community agencies to enhance learning opportunities for students with CI.
3. Understand the historical, social, and legal foundations of education for students with CI.
4. Understand the professional, ethical, and legal roles and responsibilities involved in the education of students with CI.
Course Assignments:

1. **Assignment 1: Parent/Guardian Service Handbook Website**: This assignment may be carried out in a group made of no more than three students. The final product will be in the form of a webpage (one website per group).

   As a group, students are required to research information on a minimum of 12 local service agencies in the community via the Internet. As a group you are required to visit at least two of the 12 agencies and write a report on each of the sites visited. Information on all twelve resources (including the reports from sites visited) will be included on the Parent/Guardian Service Handbook Website. Examples of resources include a local ARC, group home, vocational service, and private stores serving persons with disabilities such as Friendship Circle or The Attic. The website will be created collaboratively on either Google Sites or Weebly. If your team wants to use another tool, consult with Dr. Waker **before** beginning development of the site.

   Information for each local service agency should include, at a minimum: Name, contact information, and type of service provided. The two sites visited should also include who you met with, your team assessment of the services provided.

   The website must include at least 3 webpages, appropriate navigation links, images (copyright free) and other appropriate supporting hyperlinks. Since this is a site that can be shared with parents, it should have a professional look, be easy to navigate and be fully functioning. Your completed website URL will be posted in the Blackboard assignment “Parent/Guardian Service Handbook Website.”

   **Assignment 1 due date: April 2, 2014**

   **Rubric for Assignment 1 – Parent/Guardian Service Handbook**: (Total points = 20 pts)

<table>
<thead>
<tr>
<th>4 pts</th>
<th>3 pts</th>
<th>2 pts</th>
<th>1 pts</th>
<th>0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Proficient</td>
<td>Basic</td>
<td>Progressing</td>
<td>Underdeveloped</td>
</tr>
<tr>
<td>It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.</td>
<td>This is the level expected upon completion of student teaching. The assignment contains all of the elements in a final, well-developed website.</td>
<td>This is the level at which most pre-service teachers present. The basic elements of the assignment are there but the assignment needs development and depth.</td>
<td>The assignment is developing but not yet at a level that could be considered basic.</td>
<td>Multiple parts of the assignment are missing or incomplete.</td>
</tr>
</tbody>
</table>

   **Parent/Guardian Service Handbook criteria:**

   1. Website includes all 12 required sites.
   2. Information is appropriate for parents and/or guardians.
   3. All information is presented professionally with writing clear and free from errors in spelling, punctuation, grammar and usage.
   4. Website is visually appealing
   5. All navigation links work.
2. **Assignment 2: Reflective Journal:** Students will submit a journal detailing eight weeks (not daily) of their student teaching field experience via the **journal tool in Blackboard**. Students will indicate what they learned with regards to:

   a. Student learning and behavior  
   b. Teaching methodology and  
   c. Administrative/instructional support, parent cooperation and teacher cooperation.

Each entry should reflect upon what they would change if anything after their experiences.

Assignment due date: Each one of the 8 entries must be submitted to Blackboard by the Friday following our class session.

**Rubric for Assignment 2 – Reflective Journal:** (Total points 20 pts)

<table>
<thead>
<tr>
<th>4 pts</th>
<th>3 pts</th>
<th>2 pts</th>
<th>1 pts</th>
<th>0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Basic</strong></td>
<td><strong>Progressing</strong></td>
<td><strong>Underdeveloped</strong></td>
</tr>
<tr>
<td>It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.</td>
<td>This is the level expected upon completion of student teaching. The assignment contains all of the elements in a final, well-developed paper.</td>
<td>This is the level at which most preservice teachers present. The basic elements of the assignment are there but the assignment needs development and depth.</td>
<td>The assignment is developing but not yet at a level that could be considered basic.</td>
<td>Multiple parts of the assignment are missing or incomplete.</td>
</tr>
</tbody>
</table>

**Reflective Journal criteria:**

1. Journal includes all 8 weekly entries.
2. Entries include information about student learning and behavior.
3. Entries include information about teaching methodology.
4. Entries include information about administrative/instructional support, parent cooperation and teacher cooperation.
5. All information is presented professionally with writing clear and free from errors in spelling, punctuation, grammar and usage.
6. These journal entries will reflect your experience in your special education student teaching assignment. The format for this reflective journal is not the same as for your cohort group.

3. **Assignment 3: Class Attendance and Participation:** The **Introduce Yourself** blog entry is included in this assignment. Students will contribute to group discussions related to teaching experiences, employment and graduate school options, guest speakers and Capstone Conversation. Students must respond when called upon during class. There are eight required formal sessions. Each session is worth 7.5 points for a total of 60 points.
Class Policy:
1. All assignments must be submitted on time. There are no exceptions. Late submissions will not be accepted.
2. Students are expected to attend all sessions and arrive on time. Points will be deducted for unexcused absences.
3. Incomplete for this course can be requested only if significant work has been completed. An incomplete request is reserved for serious issues interfering with work productivity. Verification of event will be required.

Grading System:

Parent Service Handbook: 20 points

Class Attendance and Contribution to Discussion: Required for all sessions: 60 total points

Reflective Journal: 20 points

Undergraduate Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>B+</td>
<td>90-91</td>
<td>C+</td>
<td>80-81</td>
</tr>
<tr>
<td>A-</td>
<td>92-95</td>
<td>B</td>
<td>86-89</td>
<td>C</td>
<td>76-79</td>
</tr>
<tr>
<td>B-</td>
<td>82-85</td>
<td>C-</td>
<td>72-75</td>
<td>D-</td>
<td>62-65</td>
</tr>
</tbody>
</table>

F below 62

D+ = 70-71

General Note on Grading:
College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates, grades of C will be awarded for work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages. See Blackboard for “Important WSU Offices and University Policies”.
Class Schedule:

Session 1  1/8  No class (organizing in your school assignment)
Session 2  1/15  Submit Introductory Blog to Blackboard
Session 3  1/22  Introduction: Expectation of class, Discussion of Placements and
               Recommended Tasks to Complete during Special Education Field
               Experience
Session 4  1/29  Dr. Mary Waker: Blackboard & website development
Session 5  2/5   Discussion of placement experiences
Session 6  2/12  Dr. Greg Zvric: Wisdom
Session 7  2/19  Class session (Dr. Mark Larson, ASD & Early Childhood)
Session 8  2/26  Class session (Dr. Suzanna Dillon, Adapted Education)
Session 9  3/05  No class session - visitations
Spring Break 3/12  No class
Session 10  3/19  Paul Johnson: Interview Process
Session 11  3/26  Group work
Session 12  4/2   Assignment 1 due, Presentations
Session 13  4/9   Class session
Session 14  4/16  Reflection week

THE ABOVE SCHEDULE MAY BE SUBJECT TO CHANGE DEPENDING ON
GUEST AVAILABILITY
Recommended Tasks to Complete during
Special Education Student Teaching Field Experience

If possible arrange with your supervising teacher the following:

• Develop lesson plans based on the Michigan Framework that are appropriate for the large group, small group and individual students.

• Attend an IEPT meeting. Observe and if possible contribute to the meeting.

• Attend a parent-teacher meeting and if possible make a contribution to the meeting.

• Work with the teacher on any on-going behavior plans that are being implemented in the class and/or develop a behavior plan. Monitor progress by collecting data and developing progress charts/graphs.

• Work with the teacher on an appropriate field trip and/or community based instructional component.

• Work with the teacher and develop a special program for the students and parents such as a concert, parent or guardian day, breakfast/dinner/lunch with your favorite person.

• Attend all school functions such as faculty meetings, PTA meetings and after school special activities.

• Visit another classroom or program in the school that offers a different approach to teaching if there is such a program.

• Observe/interview an ancillary interventionist that you have not observed.