

SPED 6793 Section 02**PRACTICUM II: SPECIAL EDUCATION** *Adapted Curriculum*

Semester Hours: 3

Semester/Year: Spring, 2009

Instructor: Dr. Meg Cooper

Office Location: 102 Education annex (on leave Spring, 2009)

Office Hours: (on leave Spring, 2009; contact by e-mail)

Telephone: (678) 839-6567 (general office #)

E-mail: mcooper@westga.edu

Fax: (678) 839-6162

This course will use WebCt Vista (UWG's CourseDen) as a supplement - <http://westga.view.usg.edu>. A *Student Orientation to CourseDen* is posted as a Learning Module for this class. A variety of resources related to CourseDen will be able to be accessed at <http://webct.westga.edu/>.

COURSE DESCRIPTION

Prerequisite: Advance application for field experience required prior to enrollment.

Supervised practicum in an approved setting in which students identified as having disabilities appropriate to the specific program (in Special Education-General Curriculum or Special Education-Adapted Curriculum) are being served. Includes meetings and outside readings/ assignments as well as inprogram activities. Course is designed to be taken toward/at the end of the student's program.

Additional Note: This section is for those enrolled in the M.Ed. program in Special Education-Adapted Curriculum. It represents the "capstone" experience for this advanced preparation program in the area of Severe Disabilities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors

(decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge and skills related to establishing and maintaining appropriate learning environments, including classroom management, scheduling, physical design and classroom rules/expectations (Alberto & Troutman, 2006; Chandler & Dahlquist, 2006; Kennedy & Horn, 2004; Snell & Brown, 2006; Westling & Fox, 2009)
(Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable, Proactive; NBPTS* 3; NBPTS EN** II, III, X; CEC*** 5, 9);
2. demonstrate knowledge and skills in assessment of student needs and planning instruction accordingly, including necessary modifications, adaptations and/or environmental changes (Bateman & Linden, 2006; Browder & Spooner, 2006; Chandler & Dahlquist, 2006; Cohen & Spenciner, 2007; Collins, 2007; Kennedy & Horn, 2004; Kleinart & Kearns, 2001; Snell & Brown, 2006; Westling & Fox, 2009)
(Decision Makers, Adaptive, Knowledgeable, Proactive, Reflective; NBPTS 2; NBPTS EN II, IV; CEC 2, 7, 8, 9);
3. demonstrate knowledge and skills in addressing problem behaviors through a variety of strategies that may include behavior management/modification, developmental theories and/or positive behavior support strategies (Alberto & Troutman, 2006; Chandler & Dahlquist, 2006; Snell & Brown, 2006; Westling & Fox, 2009)
(Decision Makers, Adaptive, Knowledgeable, Proactive, Reflective; NBPTS 3; NBPTS EN XIII; CEC 5, 8);
4. demonstrate knowledge and skills related to provision of individual and/or group instruction in relevant curriculum areas and appropriate activities (Alberto & Troutman, 2006; Browder & Spooner, 2006; Collins, 2007; Copeland & Keefe, 2007; Downing, 2005; Rainforth & York-Barr, 1997; Snell & Brown, 2006; Westling & Fox, 2009; Winzer & Mazurek, 1998; Woolcock & Domarecki, 1995)

(Culturally Sensitive, Knowledgeable, Proactive, Reflective; NBPTS 2; NBPTS EN III, V, VI, VII; CEC 4, 6, 9);

5. demonstrate knowledge and skills in evaluating and analyzing student learning using a variety of strategies that may include formative and summative assessments and data collection to facilitate instructional decision-making (Alberto & Troutman, 2006; Cohen & Spenciner, 2007; Kleinart & Kearns, 2001; Snell & Brown, 2006; Westling & Fox, 2009) (Decision Makers, Knowledgeable, Reflective; NBPTS 3; NBPTS EN IX; CEC 5, 8, 9);
6. demonstrate knowledge and skills in collaboration and consultation roles, including use of a variety of techniques for use in working with parents, paraprofessionals, and other professionals, including individuals from varying family constellations and diverse linguistic and cultural backgrounds (Collins, 2007; Kennedy & Horn, 2004; Orelove, Sobsey, & Silberman, 2004; Pickett & Gerlach, 2003; Rainforth & York-Barr, 1997; Snell & Brown, 2006; Turnbull, Turnbull, Erwin, & Soodok, 2006; Westling & Fox, 2009) (Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable; NBPTS 5; NBPTS EN XII; CEC 3, 6, 9, 10);
7. demonstrate knowledge and skills in instructional strategies appropriate for students from diverse backgrounds and/or with specific handicapping conditions (Baca & Cervantes, 2004; Batshaw, Pelligrino, & Roizen, 2007; Beukelman & Mirenda, 2005; Collins, 2007; Ford, Obiakor, & Patton, 1995; Orelove et al., 2004; Sacks & Silberman, 1998; Snell & Brown, 2006; Westling & Fox, 2009; Winzer & Mazurek, 1998) (Decision Makers, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS EN IV; CEC 2, 3, 6, 9);
8. demonstrate knowledge and skills in using technology to enhance student learning and maintain collaborative relationships (Beukelman & Mirenda, 2005; Bray, Brown, & Green, 2004; Orelove et al., 2004; Snell & Brown, 2006) (Lifelong Learners, Adaptive, Collaborative, Knowledgeable; NBPTS EN XI; CEC 5, 6); and
9. reflect on current practice and delineate areas and activities for improvement (Constantino & De Lorenzo, 2006; Snell & Brown, 2006; Westling & Fox, 2009) (Decision Makers, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective; NBPTS 4; NBPTS EN II, XIII, XIV; CEC 9).

*NBPTS refers to the five core propositions of the National Board for Professional Teaching Standards; additional information is available from:

<http://www.nbpts.org/about/coreprops.cfm>

**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/candidates/guide/whichcert/11EarlyChildYoungAdult2004.html>

***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/ps/perf_based_stds/standards.html#standards

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

- No required textbook
- Handouts
- Items posted/distributed on line

References:

- Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Baca, L. M., & Cervantes, H. T. (2004). *The bilingual special education interface* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Batshaw, M. L., Pelligrino, L., & Roizen, N. J. (2007). *Children with disabilities* (6th ed.). Baltimore: Brookes.
- Beukelman, D. R., & Mirenda, P. (2005). *Augmentative and alternative communication: supporting children and adults with complex communication needs* (3rd ed.). Baltimore: Brookes.
- Bray, M., Brown, A., & Green, T. D. (2004). *Technology and the diverse learner*. Thousand Oaks, CA: Corwin.
- Browder, D. M., & Spooner, F. (Eds.). (2007). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore: Brookes.
- Chandler, L. K., & Dahlquist, C. M. (2006). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Cohen, L. G., & Spenciner, L. J. (2007). *Assessment of children and youth with special needs* (3rd ed.). Boston: Pearson/Allyn & Bacon.
- Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Constantino, P. M., & De Lorenzo, M. N. (2006). *Developing a professional teaching portfolio: A guide for success* (2nd ed.). Boston: Allyn & Bacon.
- Copeland, S. R., & Keefe, E. B. (2007). *Effective literacy instruction for students with moderate or severe disabilities*. Baltimore: Brookes.
- Downing, J. E. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore: Brookes.
- Ford, B. A., Obiakor, F. E., & Patton, J. R. (1995). *Effective education of African American exceptional learners: New perspectives*. Austin, TX: Pro-Ed.
- Kennedy, C. H., & Horn, E. M. (2004). *Including students with severe disabilities*. Boston: Allyn & Bacon.
- Kleinart, H. L., & Kearns, J. F. (2001). *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore: Brookes.
- Orelove, F. P., Sobsey, D., & Silberman, R. K. (Eds.) (2004). *Educating children with multiple disabilities: A collaborative approach* (4th ed.). Baltimore: Brookes.
- Pickett, A. L., & Gerlach, K. (2003). *Supervising paraeducators in educational settings: A team approach* (2nd ed.). Austin, TX: Pro-Ed.

- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (2nd ed.). Baltimore: Brookes.
- Sacks, S. Z., & Silberman, R. K. (1998). *Educating students who have visual impairments with other disabilities*. Baltimore: Brookes.
- Snell, M. E., & Brown, F. (Eds.). (2006). *Instruction of students with severe disabilities* (6th ed.). New York: Prentice Hall.
- Turnbull, A. P., Turnbull, H. R., Erwin, E. J., & Soodak, L. C. (2006). *Families, professionals, and exceptionality: Positive Outcomes through Partnership and Trust* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Westling, D., & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Pearson (Merrill).
- Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Woolcock, W. W., & Domarecki, J. W. (1995). *Instructional strategies in the community*. Austin, TX: Pro-Ed.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The various activities involved in teaching in a program serving children with special needs, the focus of this class, themselves reflect the ten College of Education Conceptual Framework descriptors (*Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, and Reflective*) and are tapped collectively within the three **Evaluations**. The relationships between specific activities and assignments that are part of the class and the Conceptual Framework descriptors are identified in specific categories below.

- *Decision Makers* – students will make decisions related to individual pupils and the class as a whole as part of the **Child Change** and **Program Improvement Projects**, as well as routine activities reflected in the three **Evaluations**.
- *Lifelong Learners* – **Participation in Seminar Activities**, submission of **reflections accompanying foliotek artifacts**, and participation in specific projects (e.g., **Child Change** and **Program Improvement Projects**) will help students develop a mind set and access to resources that will assist them in ongoing problem solving that includes continual learning activities focused on meeting the needs of pupils, colleagues, and the school community.
- *Adaptive* – adaptation and accommodation of pupil needs will be a specific focus of the **Child Change Project** and routine activities reflected in the three **Evaluations**.
- *Culturally Sensitive* – awareness and responsiveness to pupil needs related to cultural variables may be a specific focus of **Evaluations**, participation in specific projects (**Child Change** and/or **Program Improvement Projects**), and **Participation in Seminar Activities**, depending in part on specific characteristics of the program and/or community in which candidates are teaching.
- *Knowledgeable* – knowledge of pupil needs, principles underlying appropriate practice, specific content(subject) areas, appropriate resources available, and aspects derived from previous coursework will be reflected in multiple class components, including **Evaluations**,

specific projects (**Child Change** and **Program Improvement Projects**), and **Participation in Seminar Activities**.

- *Proactive* – students will be proactive in addressing potential threats to learning through routine activities reflected in the three Evaluations, as well as through participation in specific projects (e.g., potentially the **Program Improvement Project**).
- *Reflective* – this descriptor will be most strongly incorporated into the **reflections accompanying foliotek artifacts**, which will serve to enhance candidates' self-evaluation and deliberation concerning their practice as teachers and the relationship between their activities and professional standards; **Participation in Seminar Activities** also will include reflective components.

Activities and Assessments:

1. **Initial Information:** Provide basic program information in electronic form – pupil information (NO confidential information), schedule, behavioral strategies used, etc. Specific information to be included will be delineated.
(Objective 1; form)
2. **Evaluations:** Classroom performance will be assessed by the following:
 - a. Anecdotal observation by University Supervisor, including discussion related to assignment #5.
 - b. Formal evaluation instrument administered based on observation by University Supervisor and documentation of achievements by practicum students; the *Practicum Evaluation Tool (PET)* will be used as a capstone evaluation tool that will include an observational component. ***This is one of the “foliotek artifacts” needed to demonstrate achievement of program standards. Students must obtain a passing grade (Satisfactory) on this assignment AND meet targeted standards through the accompanying reflection in order to pass the class. While all CEC standards also are reflected by this artifact, the primary standards targeted for foliotek are NBPTS Propositions 1-3; and NBPTS Exceptional Needs standards VI (Meaningful Learning), X (Learning Environment), and XI (Instructional Resources).***
 - c. Documentation of satisfactory evaluation by school system supervisor, preferably using routine tools/procedures for the individual school/system.
Lesson plans and related information need to be available for observers.
(Objectives 1-9; evaluation instruments, including the *PET*; rubric used for foliotek reflections for the *PET* artifact)
3. **Child Change Project:** Documentation of effective instruction through successful child performance by diverse pupils in a minimum of 2 GAA skills and a minimum of 2 functional skills. At least one of the skills must be in the Communication area and one must be in Reading (the same skill may be used for both Reading and Communication if appropriate). Specific requirements will be distributed and discussed.
(Objectives 1-9; project to be submitted in electronic form, to be evaluated via rubric; rubric used for foliotek reflections)

*This is one of the “foliotek artifacts” needed to demonstrate achievement of program standards. Students must obtain a passing grade (Satisfactory) on this assignment **AND** meet targeted standards through the accompanying reflection in order to pass the class. Evaluation Standards targeted for foliotek are Adaptive (4; COE Conceptual Framework skills descriptor); CEC Instructional Strategies (4), Communication (6), and Assessment (8); NBPTS Exceptional Needs standards III (Communications), VII (Multiple Paths to Knowledge), and IX (Assessment); IRA (reading) standards required for the SED-Adapted Curriculum Program; and the BOR (Child Change) standard.*

4. Participation in Seminar Activities: Attendance and participation in seminar meetings/ activities established as part of the practicum. Specific requirements will be posted/ distributed and discussed. Participation includes submission of the Plan of Study form required for graduation application. *This is one of the “foliotek artifacts” needed to demonstrate achievement of program standards. Students must obtain a passing grade (Satisfactory) on this assignment **AND** meet targeted standards through the accompanying reflection in order to pass the class. While all program standards are reflected by this artifact, the primary standards targeted for foliotek are Knowledgeable (8; COE Conceptual Framework knowledge descriptor); and NBPTS Exceptional Needs standards V (Knowledge of Subject Matter) and XIV (Contributing to the Profession & Education).*
(Objectives 1-9; instructors’ records to document of attendance and participation; rubric used for foliotek reflections for the Plan of Study artifact)

6. Program Improvement Project: Complete relevant sections of the *Georgia Best Practices Quality Indicators for Programs Serving Students with Severe Multiple Disabilities* (Program Evaluation) and confer with University Supervisor regarding strengths and weaknesses of the individual program. Based on this information, develop a program improvement plan. Specific guidelines will be distributed and discussed. Present information on the issue targeted, actions taken, and results at the final class meeting. An evaluation rubric will be developed as part of the project.
(Objectives 1-9, depending in part on focus of improvement plan; rubric)

Evaluation procedures:

Student participation/performance in each activity/assessment will be graded as “Satisfactory” or “Unsatisfactory” by the course instructor. Specific criteria, sometimes incorporating rubrics, will be distributed and discussed. Resubmissions will be accepted. *Reflections accompanying the three foliotek artifacts will be graded using an evaluation rubric.*

Grading Policy:

In order to earn a grade of “S” (Satisfactory) in the class, students must earn a grade of “S” (Satisfactory) on all class components *and meet standards as demonstrated through the accompanying reflections for foliotek artifacts.*

Opportunities for extra credit will not be provided for this class. Work completed for another class is acceptable for this class if there is an option in the assignment for such work to reflect documentation of achievement of required components in this capstone experience; for example, students could use a previous Child Change project to demonstrate mastery of recommended response prompting strategies.

CLASS POLICIES

1. ***Three specific assignments (Practicum Evaluation Tool, Child Change Project, and Plan of Study) and their accompanying reflections must be completed successfully in order to pass the course – the assignments graded as Satisfactory (S) and the reflections receiving a “Met” or “Advanced” rating on each component. Students who will be graduating before Fall, 2009 do NOT have to upload to the electronic portfolio system (i.e., Foliotek).***
2. Professional behavior, including punctual attendance and compliance with confidentiality requirements, is expected. Although activities may involve information exchange for the purpose of professional development, no personally identifiable information should be shared. Students should be guided by the *Georgia Code of Ethics for Educators* <http://www.gapsc.com/Professionalpractices/NEthics.asp> and the Council for Exceptional Children’s Code of Ethics for Educators of Persons with Disabilities <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>.
3. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Assignments should be keyboarded (except for certain items – e.g., raw data sheets). All work (done both inside and outside of class sessions) must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.
4. 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.
5. Any student who feels that an assignment would not be meaningful may demonstrate mastery and suggest an alternative (to be agreed upon in written “contract” form in advance).
6. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Inappropriate work will be penalized.
7. Unless other arrangements are made, work not distributed in class due to student absence or lateness will be available from the instructor by arrangement. Materials not picked up by the end of the term may be discarded.
8. **When resubmitting, include the original submission (in a form such that the original can still be read) with the feedback and any grading information.**

9. **Students who miss seminar meetings (or any portion of class) are responsible for the content.** While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class/meeting time.
10. Submission of work taken directly from another source (e.g., a project developed by another student) will be considered plagiarism and grounds for no credit (Unsatisfactory) on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments. **Resources should be referenced on materials submitted to the instructor.** (Also see College of Education Academic Honesty Statement and Honor Code statement below.)
11. **Disability policy:** 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. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

CLASS OUTLINE

Week*	Anticipated Activity**	Anticipated Evaluation**
1 1/7/09	Participation in routine teaching activities	
2 1/14/09	Participation in routine teaching activities Initial Meeting – Course Overview (face-to-face)	Participation in Seminar Activities
3 1/21/09	Participation in routine teaching activities; observation may be scheduled; work on Child Change and Program Improvement Projects	Initial Information due
4 1/28/09	(continued)	
5 2/4/09	(continued)	
6 2/11/09	(continued) Seminar meeting – discussion of program evaluations & program improvement plans (distance)	Participation in Seminar Activities Program Evaluation due
7 2/18/09	Seminar meeting – foliotek (distance) Participation in routine teaching activities; observation may be scheduled; work on Child Change and Program Improvement Projects	Participation in Seminar Activities Plan of Study and reflection (for foliotek) due (Graduation paperwork due)
2/20/08	Last Day to Apply for Summer (August 2009) Graduation	

Week*	Anticipated Activity**	Anticipated Evaluation**
8 2/25/09	Midterm meeting (face-to-face) 2/24/09 Participation in routine teaching activities; observation may be scheduled; work on Child Change and Program Improvement Projects	Participation in Seminar Activities Program Improvement Plan finalized at least one Evaluation due
9 3/4/09	Participation in routine teaching activities; observation may be scheduled; work on Child Change and Program Improvement Projects	
10 3/11/09	(continued)	
11 3/18/09	UWG Spring Break – no classes held	
12 3/25/09	Participation in routine teaching activities; observation may be scheduled; work on Child Change and Program Improvement Projects	second Evaluation due Child Change Projects and reflection (for foliotek) due
13 4/1/09	(continued)	
14 4/8/09	(continued)	third Evaluation (PET) and reflection (for foliotek) due
15 4/15/09	(continued)	
16 4/22/09	(continued) Final Meeting – presentations (face-to-face) 4/21/09	Program Improvement Proj. due Participation in Seminar Activities
5/6/09	Final Evaluation (final exam date)	Last day for resubmissions

*Dates in this column refer to the Wednesday of the week and are provided for reference purposes. Only the **highlighted dates** (2/18, 2/20, and 5/6) are specific dates that must be observed.

**COE requires 5 seminar meetings for graduate practica in which students are to be observed (visited) twice.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 *Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.