

# SPED 4440 A

## Practicum in Special Education

### Course Overview

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#### Introduction

**Course Purpose:** Welcome to SPED 4440A, the first of three (3) Practicum you will be taking. The purpose of this course is to allow students additional opportunities to implement the skills they have learned. Students will be able to integrate the specific skills and best practices learned through other course work.

**Course Requirements (General):** All assignments below will be made available to The University of Georgia faculty supervising this course. **INDIVIDUAL INSTRUCTORS MAY MAKE MODIFICATIONS AND CHANGES IN INDIVIDUAL ASSIGNMENTS. ANY CHANGES WILL BE COMMUNICATED TO STUDENTS VIA THE IMPORTANT ANNOUNCEMENTS (IA) BOARD. ALL IMPORTANT ANNOUNCEMENT CHANGES WILL OVERRIDE INFORMATION IN THE GENERAL REQUIREMENTS.** Students are also directed to read **SPECIFIC REQUIREMENTS** where these requirements will be further explained.

#### Requirements

**REQUIRED TEXTBOOK:** Fad, K.M. & Gilliam, J.E. (2000). **The New Teacher's Survival Guide: Stuff That Works.** SoprisWest, Longmont, CO. ISBN#1570353220. (Sopriswest.com). Order from Off Campus Bookstore at 706-548-9376, identify yourself as a SETWEB student and ask for Chris Milner.

**ADDITIONAL READING REQUIREMENTS: TEACHING TASKS I, II, AND III:**  
Explanations and Examples (Under the Course Menu in Obs. Instrument link))

Article(s) posted in the UGA electronic reserves (E-Reserves): From “Student Teacher to Master Teacher”: Chapter 5, pp132-157.

Additional websites as described in the modules.

1. **In-Classroom Observation.** You will be observed and evaluated in person at least 2 times during the course. Evaluations will be conducted using the Observation Instrument (see course menu link on the left) covering ten essential areas. Observations generally last for one class period during which you are in charge and teaching a subject in your classroom.
2. **Video.** You will prepare one (1) videotaped lesson that will reflect approximately a 20-30 minute lesson. The video will be reviewed and evaluated by the course instructor using the same observation instrument described above (see course menu on left).
3. **Self-Reflection.** You will provide a self-reflection on the videotaped observation. This will be a required, upgraded assignment, due when the videotape is submitted..
4. **Lesson Plans.** You will prepare a total of four (4) instructional lesson plans, two of which will accompany the in-person observations, one which will accompany the videotaped instruction, and one from the Local School Observation. All required lesson plans must represent actual lessons taught by the student in your classroom. See the calendar due date.
5. **Discussion Board Activity.** You will read assigned readings and complete Discussion Board Activities (DBA) as directed in the Modules.
6. **Master Teacher Observations.** You will observe two (2) “master teachers” as described in Specific Activities. You will then write a reflection for each of the observations as further described in Specific Activities. These reflections will be graded.
7. **Student Learning Project.** You will complete one (1) Student Learning Project. This project will be graded. See the link on the homepage and in the course menu.
8. **LEA Observation.** You will submit one observation completed by a Local School Administrator for the present semester and an accompanying lesson plan. This will be an ungraded, required assignment.
9. **Reflection.** You will write an end of course reflection. This will be an ungraded, required assignment.
10. **Participation.** You will earn points based on regularly "checking in" to your course, and submitting graded and ungraded assignments on time.

The University Faculty reserves the right to observe students additional times, either in their classroom or via videotape if deemed necessary. Any additional observations will be graded as decided by the individual Instructor. In

addition, additional assignments may be posted for any module when the Instructor deems it appropriate.

Please note, your instructor receives your principal's evaluation (LEA observation) and may schedule a conference with him or her to discuss your program. You will be invited to attend this conference, so that everyone is up to date on current expectations.

**ALL MODULE REQUIREMENTS ARE DUE BY THE DATE POSTED FOR THAT MODULE. LATE SUBMISSIONS ARE SUBJECT TO A PENALTY GRADE FOR EACH DAY AN ASSIGNMENT IS LATE. REPEATED LATE ASSIGNMENTS MAY RESULT IN FAILURE IN THE COURSE.**

### Important Policy Information

- **Contacting Instructor:** All written communication with your instructor should occur within this course. Your Instructor will arrange to communicate with you through other means (phone, mail, etc.) if it is deemed necessary by your Instructor. If you are unable to reach your instructor due to emergencies, need to reschedule, etc., you may contact the SETWEB office (866-860-1380) and messages will be relayed to your instructor.

- **Assignments and Incompletes**

Incompletes are rarely given, and never because you just need more time. An incomplete grade can be given only if you are doing satisfactory work, but for nonacademic reasons beyond your control, you are unable to meet the requirements of the course. We are very strict about giving an incomplete, and it typically requires medical documentation.

Course assignments are purposefully distributed throughout the semester, and it is not acceptable to try and complete all of the work in a short period of time (e.g., during the last month of the semester). Therefore, if the assigned work is not completed according to the schedule in the course syllabus, you will not pass the course. It is not the Instructor's job to constantly remind students of assignment due dates.

- **Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please e-mail the Instructor by the end of the first week of classes.

- **Plagiarism**

While we encourage collaboration, plagiarism will result in sanctions. Plagiarism is defined as an attempt to "steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646). Examples of plagiarism are turning in copies of other student's assignments as your own, submitting lesson plans from commercial or internet sources as your own and copying words from an article without appropriately citing the work. Please refer to UGA's Academic Honesty Policy <http://www.georgiacenter.uga.edu/idl/policies/academichonesty.phtml>

### Expectations

1. All module requirements are due by the date posted for that module. Late submissions are subject to a penalty grade for each day an assignment is late. Repeated late assignments may result in failure in the course.
2. Students are required to check the class website for Important Announcements and e-mail a minimum of every 48 hours. Students should view the check in as "coming to class". In addition, failure to respond to e mails or requests for information within 48 hours may also affect grades.
3. Respectful communication between and among students and Instructors is an expectation. Rude, disrespectful or inappropriate communications are not acceptable and will affect your grade.
4. **Assignments may be sent as attachments unless informed otherwise by your Instructor.** Assignments should be written in a word processing program and then copied and pasted (and/or attached) into the text window. This will also allow you to take advantage of spellcheck.
5. Students are expected to use correct English grammar and usage during all observations.

### Course Objectives

Specific CEC standards are listed here from the Individualized General Curriculum (IGC). Students are expected to meet or exceed the following:

1. Teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs. (CC4: S2)
2. Use strategies for facilitating maintenance and generalization of skills across learning environments. (CC4: S4)
3. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. (CC4:

- S3)
4. Use strategies to facilitate effective integration into various settings. (CC4: S1)
  5. Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4: S5)
  6. Design and manage effective daily routines. (CC5: S12)
  7. Use effective and varied behavior management strategies. (CC5: S10)
  8. Use the least intensive behavior management strategy consistent with the needs of the individual learner. (CC5: S11)
  9. Modify the learning environment to manage behaviors. (CC5: S5)
  10. Identify realistic expectations for personal and social behavior in various settings. (CC5: S2)
  11. Establish and maintain rapport with learners with and without disabilities. (CC5: S7)
  12. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (CC5S1)
  13. Design learning environments that encourage active participation in individual and group activities. (CC5: S4)
  14. Create and maintain records. (CC8: S10)
  15. Gather relevant background information. (CC8: S1)
  16. Administer nonbiased formal and informal assessments. (CC8: S2)
  17. Interpret information from formal and informal assessments. (CC8: S5)
  18. Report assessment results to all stakeholders using effective communication skills (CC8: S7)
  19. Evaluate instruction and monitor progress of individuals with exceptional learning needs. (CC8: S8)
  20. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. (CC7: S8)
  21. Incorporate and implement instructional and assistive technology into the educational program (CC7: S9)
  22. Prepare lesson plans. (CC7: S10)
  23. Involve individual and family in setting instructional goals and monitoring progress. (CC7: S3)
  24. Sequence, implement and evaluate individualized learning objectives. (CC7: S6)
  25. Integrate affective, social, and life skills with academic curricula. (CC7: S7)
  26. Use instructional time effectively. (CC7: S12)
  27. Make responsive adjustments to instruction based on continual observations. (CC7 S13)
  28. Prepare and organize materials to implement daily lesson plans. (CC7: S11)

29. Conduct self-evaluation of instruction. (CC9: S9)
30. Use verbal, nonverbal and written language effectively. (CC9: S8)
31. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs. (CC9: S5)
32. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students. (CC9: S6)
33. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC9: S2)
34. Conduct professional activities in compliance with applicable laws and policies. (CC9: S4)
35. Practice within the CEC Code of Ethics and other standards of the profession. (CC9: S1)
36. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. (CC10: S6)
37. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. (CC10: S9)

### Objectives Related to Specific Assignments

Objectives	Activities	Evaluation
4,5,8,10,11,20,21, 29,35,37	Instructional Objectives  Discussion Board Postings	<ul style="list-style-type: none"> <li>• Completeness of Reflection</li> <li>• Content related response</li> </ul>
1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18,19, 20, 21,22,23,24,25,26,27,28,29,30,31,32,35,	Lesson Plans	<ul style="list-style-type: none"> <li>• All elements provided</li> <li>• Materials and methods used</li> </ul>
8,9,10,11,13,14,15,16,17, 18,19,20, 21,22,23,24,25,26,27, 28,29,30,31,32,35,37	Observations	<ul style="list-style-type: none"> <li>• Appropriate instructional methods used</li> <li>• Appropriate materials used</li> <li>• Students actively engaged</li> <li>• Student behavior</li> </ul>

- |  |  |   |
|--|--|---|
|  |  | appropriate <ul style="list-style-type: none"> <li>• Effective use of time</li> </ul> |
|  |  |   |

## Specific Activities

***Four Lesson Plan Activities and Evaluations*** (20 points each) You will read the article from "Student Teacher to Master Teacher" by going to the following link: [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html) and reading the "Components of Successfully Planned Lessons".

Each student will write four original lesson plans to be submitted for review and evaluation. Lesson plans should be turned in by the due date. A lesson plan should be ready and delivered to the instructor at the time of each in-person observation. Lesson Plans must include all handouts given to students for the observed lesson, and a textbook should be given to the Instructor if one is being used during the observation. The lesson plan for the videotaped observation must be mailed with the videotape (or other format as approved by the instructor) and e-mailed through WebCT. Each lesson plan should represent a complete period/segment. Lesson plans should reflect whole group instruction (if appropriate) or lessons for each student served during that period (if appropriate). Lesson plans which are scripted, canned or commercially prepared will not be acceptable, unless otherwise stated by your Instructor. Since the lesson plans are expected to be original and students are expected to be able to identify appropriate skills to be taught, organize the lesson, develop the lesson and present the material, scripted or commercially prepared plans does not meet this criteria. Lesson plans must contain, at a minimum, the following essential elements

### **LESSON PLAN OUTLINE & GRADING RUBRIC (Up to 20 pts awarded based on the outline below)**

- 1. Introduction:** Provide your name, date, types of disabilities, subject, classroom, # stds
- Write behaviorally stated **objectives**. Students should ensure that each objective is observable, measurable and contains a criterion for mastery.
- List **materials** to be used in the lesson.
- Write **Procedures**:
  1. Introduction (What are they going to learn? Link to previous learning, explain relevance)

2. Demonstration (Model or demonstrate the target skill, concepts, principles, facts, etc.)
3. Guided Practice (Give them a way to practice what you have modeled. Address verbal, visual, auditory, and kinesthetic approaches, and include at least two of these)
4. Independent Practice (After guided practice, structure for independent practice to develop fluency: seatwork or small group activity.
5. List evaluation tool or **assessment** used to determine mastery of objectives
6. Describe special **adaptations/modifications** needed for individual students.
7. List any anticipated instructional or **behavioral problems**, along with strategies to deal with any problems if they arise.

**EVALUATION** : After the lesson is over, evaluate your effectiveness. What went well, what were problem areas and how you will deal with them in the future.

Lesson Plans must clearly identify the seven components. Sample lesson plan formats are provided in your reading materials. These are for information purposes only. Some of these sample plans may not have the required introductory paragraph described above. Students may utilize any lesson plan format they prefer as long as they contain all essential elements noted.

## Lesson Observations

### **Two Observations and One Videotaped Lessons (General Information)**

(30 points each)

There will be a minimum of three (3) required observations. Two observations will be in-person and one will be a videotape. At least one of the observations will be completed prior to the date that students may drop the course without penalty. Since the observations are a major portion of students' grades, students are urged to read requirements carefully and understand the expectations. Students are also urged to spend time reading the guidelines for the observation instrument carefully prior to each observation to insure that they have designed a lesson that will allow the evaluator to observe all areas. If the lesson does not provide for the demonstration of a particular component, that component will receive 0 points. If there are any questions, be sure to contact your Instructor prior to any of the observations. The Instructor reserves the right to require additional videotaped or in-person observations based on student performance.

**In-Person Observations** Two (2) observations will be in-person by your Instructor.

The Instructor will, via individual e-mail, schedule the observation. The Instructor will meet with you immediately following the observation, unless otherwise notified by the Instructor. It is your responsibility to insure that classroom coverage is obtained for the conference time. While the Instructor will endeavor to meet your needs, it will be up to the Instructor to schedule the observations. You should have the lesson plan ready and available to give to the Instructor the day of the observation. A copy should also be emailed to the instructor by the day before. A copy of all materials used by students during the lesson (textbooks, handouts, etc) must be made available to the Instructor at the beginning of the lesson. The lesson observed must reflect the lesson plan. The class in which the observations occur must be a class the student normally teaches and must include Special Education students.

Videotaped\* Lessons: Videotaped lessons should be approximately 30 minutes in length and should be set up in such a manner as to allow the viewer as wide a view of the classroom as possible. Video\* should also be set in a manner to give a clear view of the teacher as well as students. (It is acceptable to show the backs of students. When filming, it is also acceptable for the teacher to momentarily walk out of view but audio should be maintained). Videotapes\* should provide clear and easily understood audio as well as video. Consideration should be given to the use of a lapel microphone, if available. Videotaping\* should be done using a tripod in a fixed position. It is not advisable to have anyone move the camera to capture different parts of the classroom (The exception to this would be if you begin the lesson in one area of the room and then move students to a different area). The lesson should be sent in this original form, without breaks or edits. The camera should not be hand held. Lessons should reflect a clearly defined beginning or ending of a lesson. Do not try to present a 50 minute lesson during a 20 minute segment. It is acceptable to videotape a part of a lesson, either the beginning or end of a lesson, as long as you demonstrate all the required areas as noted below. Videotapes must be submitted in standard VHS format unless instructed otherwise by your supervisor\*. The use of adaptors is discouraged because they do not always work in different playback machines. It is strongly suggested that the student do a trial run prior to the video that will be used for the assignment. The student should also view the videotape prior to sending it to insure the video and audio quality allows the viewer to see and hear the video. The Instructor reserves the right to reject any videotape that has such poor audio or visual quality that it makes the evaluation of the video impossible. Videotapes should be sent as directed in the modules or in IMPORTANT ANNOUNCEMENTS and must be received by the due date to avoid penalties. **PLEASE NOTE: ALTHOUGH THERE IS A DUE DATE LISTED FOR THE VIDEOTAPE, YOU MAY MAKE THE TAPE AND MAIL IT ANYTIME DURING THE SEMESTER AS LONG AS IT IS RECEIVED BY THE DUE DATE.** You may want to consider doing it well enough in advance of the due date to insure it is completed in a timely manner. As you are well aware, weather can play havoc with schedules. Since you have the date well in advance, there are few reasons you shouldn't be able to complete this assignment on time.

\*It is important to communicate with your instructor if you need to use a format other than the standard VHS for videotaping. Although many schools have more advanced methods of recording, many do not. It is your responsibility to provide your video in a format that your instructor can view from his or her equipment. This may include transferring your video to a CD-ROM format which will work in most of today's computers. Talk with your instructor about the most suitable format for use in this practicum course.

***Self-Reflection of Videotaped Lesson (Required; ungraded)***

Students will reflect on the videotaped lesson by addressing each of the evaluated areas. Students should state the component, then state how they demonstrated the component, or, in what way they failed to demonstrate the component. For example, if material was placed on an overhead projector for students to see, but when you viewed the video, some students were unable to see the material, you would have failed to demonstrate number 9 below (The classroom setting is conducive to implementing lessons by allowing students to view the focus of instruction, etc.).

The instructor will look for the essential components (EC) in both the videotapes and in-person observations in the following observation instrument:

Observation Instrument (30 pts)

Scoring Rubric

Descripti on CEC standard	Needs Improveme nt 1 pt	Meets Expectations 2 pts	Exceeds Expectations 3 pts	Pt s
1. Teaching Task I: Provides Instructio n <b>Standard 4:</b> Instructio nal Strategies	The amount and organization of the lesson content are not aligned with students' abilities nor with the complexity and difficulty of the material.	The amount and organization of the lesson content are appropriate for MOST students based on their abilities and the complexity and difficulty of the material, thereby promoting <b>positive learning results in the general or special curricula.</b>	The amount and organization of the lesson content are appropriate for ALL students based on their abilities and the complexity and difficulty of the material, thereby promoting <b>positive learning results in the general or special curricula.</b>	/3

(EXAMPLE: Teacher presents challenging material in small steps with opportunities

for practice or to ask questions, checks for understanding, and varies the difficulties of activities and questions.)

Comments:

<p>2. Teaching Task I: Provides Instruction <b>Standard 4:</b> Instructional Strategies</p>	<p>Content presented appears out of sequence for student learning, or is not explained clearly or discussed adequately.</p>	<p>Most content is explained, discussed, or reviewed in an appropriate sequence (e.g. definitions, examples, demonstrations, modeling), enhancing the <b>learning of critical thinking, problem-solving, and performance skills</b></p>	<p>Content is developed through appropriate teacher-focused or student-focused activities (e.g. definitions, examples, demonstrations, modeling), enhancing the <b>learning of critical thinking, problem-solving, and performance skills</b></p>		/3
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(EXAMPLE: Teacher reviews previous material, teaches new material one concept/idea at a time, provides initial examples that are clear and appropriate to the learning, and uses guided practice, and gives students opportunities to practice.)

Comments:

<p>3. Teaching Task I: Provides Instruction <b>Standard 4:</b> Instructional Strategies</p>	<p>Lesson presentation is limited by weak initial focus, content emphasis, or does not link to previous learning; does not demonstrate an individualized instructional strategy</p>	<p>Teacher builds for transfer with lessons that include two of the following: initial focus, content emphasis, and/or links to previous learning and summaries; uses at least one evidenced-based instructional strategy to individualize instruction</p>	<p>Teacher builds for transfer with lessons which include initial focus, content emphasis or linking, and summaries of content, using evidenced-based <b>instructional strategies to individualize instruction.</b></p>		/3
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(EXAMPLE: Teacher focuses student's attention on lesson objectives, verbalizes links to previous learning, and makes content easy to learn through appropriate or individualized instructional techniques.)

Comments:

<b>Descripti</b>	<b>Needs</b>	<b>Meets</b>	<b>Exceeds</b>		<b>Pt</b>
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on CEC standard	Improve ment 1 pt	Expectations 2 pts	Expectations 3 pts		s
<b>4.</b> Teaching Task II: Assesses and Encourag es Student Progress.  <b>Standard</b> <b>5:</b> Learning Environ- ments and Social Interactio ns	Lessons do not consistently engage students; intervention s are indirect and not clearly motivational for students to follow current expectations consistently.	Teacher provides lessons that promote <b>active engagement</b> of <b>MOST</b> st udents using <b>direct motivational and instructional interventions</b> , teaching students to respond appropriately to current expectations.	Teacher provides lessons that promote <b>active engagement</b> of <b>ALL</b> st udents using <b>direct motivational and instructional interventions</b> , teaching students to respond appropriately to current expectations.		/3
(EXAMPLE: Teacher gains and holds students' attention throughout the lesson, provides a verbal structure regarding classroom expectations.) Comments:					
<b>5.</b> Teaching Task II: Assesses and Encourag es Student Progress.  <b>Standard</b> <b>8:</b> Assessme nt	Teacher monitors student progress inconsistently and generally off task	Teacher <b>regularly monitors the progress</b> through the majority of the lesson by: interpreting relevant student responses, active questioning, walking around students, and redirecting nonacademic behaviors	Teacher <b>regularly monitors the progress</b> throughout <b>all</b> of the lesson by: interpreting relevant student responses, active questioning, walking around students, and redirecting nonacademic behaviors		/3
(EXAMPLE: Active questioning, interpreting student responses, walking around students, redirecting nonacademic behaviors.) Comments					
<b>6.</b> Teaching Task II: Assesses and Encourag	Teacher responds inconsistently to student performance and does not	Teacher appropriately responds to most adequate and inadequate std performance by providing content related reinforcement and	Teacher appropriately responds to <b>all</b> adequate and inadequate std performance by providing content related reinforcement		/3

es Student Progress.	appear to move students towards greater independence	shaping the environment to encourage independence, self-motivation and self-direction.	and shaping the <b>environment to encourage independence</b> , self-motivation and self-direction.		
<b>Standard 5:</b> Learning Environments and Social Interactions					
(EXAMPLE: Teacher provides positive remarks for correct performance, provides correct modeling for performance errors, guides student to demonstrate correct performance, and encourages independence and self-direction.) Comments:					
<b>Description CEC standard</b>	<b>Needs Improvement 1 pt</b>	<b>Meets Expectations 2 pts</b>	<b>Exceeds Expectations 3 pts</b>		<b>Pts</b>
7. Teaching Task II: Assesses and Encourages Student Progress. <b>Standard 5</b> Lng Environments and Social Interaction	Encouragement and reinforcement is inconsistent/y utilized during the lesson, limiting <b>an inconsistent learning environment</b> that fosters inactive engagement or disruption in students' learning.	Teacher supports students by providing encouragement, lowering anxiety levels, dignifying responses, <b>creating a learning environment</b> that fosters positive wellbeing, and moderately effective engagement in learning	Teacher supports students by providing encouragement, lowering anxiety levels, dignifying responses, <b>creating a learning environment</b> that fosters cultural understanding, safety and emotional wellbeing, positive social interaction, and <b>active engagement.</b>		/3
(EXAMPLE: Teacher provides verbal praise frequently and appropriate tone throughout the lesson; encourages students to keep working and remain engaged in the curriculum.) Comments					
8. Teaching Task III: Manages	Use of instructional time is inconsistent	Effective use of time is demonstrated in 3 of the following: actively engaging students,	Effective use of time is demonstrated by actively engaging students, maximizing		/3

the learning environment	in two or more areas: engaging students, maximizing instructional time, providing clear directions and using efficient methods for transition and routine matters	maximizing instructional time, providing clear directions, and using efficient methods for transition and routine matters	instructional time, providing clear expectations, providing feedback for inappropriate behavior, and using efficient methods for transition and routine matters		
(EXAMPLE: Teacher maximizes instructional time by providing clear and complete directions, using efficient methods for transitions, distribution of materials, or other routine matters, focusing on objectives and providing sufficient instructional activities.)					
Comments:					
<b>9.</b> Teaching Task III: Manages the learning environment  <b>Standard 5</b> Lng Environments and Social Interaction	Learning environment is at times unpredictable, with minor disruptions: students arguing or unengaged; teacher is off topic due to external distractions, etc.	Teacher creates a learning environment conducive to most of the following: physical safety and emotional well being, positive social interactions, and active engagement. Students can observe the focus of instruction, work without disruption, easily obtain needed materials, and receive teacher attention as he/she moves among them for most of the lesson	Teacher <b>creates a learning environment</b> conducive to physical safety and emotional well being, positive social interactions, and active engagement. Students can observe the focus of instruction, work without disruption, easily obtain needed materials, and receive teacher attention as he/she moves among them.		/3
(EXAMPLE: Provides a positive tone in the classroom, sets clear expectations and theme that all stds are valued. Students are spaced so that the teacher can move easily among them, and students can see the focus of instruction (teacher, board, and materials) easily.)					
Comments:					
<b>10.</b>	Teacher	Teacher provides students	Teacher		/3

Teaching Task III Standard 6: Language	provides students ineffective language models, uses communication strategies inconsistently or is occasionally off topic	effective language models and uses communication strategies and resources to facilitate understanding of subject matter through <b>most</b> of instructional time.	provides <b>effective language models</b> and uses communication strategies and resources to <b>facilitate understanding of subject matter</b> throughout instructional time			
(Example: Uses appropriate and clearly understood English for instructional purposes, speaking tone is appropriate for the classroom, written materials are clear, organized and free of errors)						
Comments:						
Total Points earned:					_____/	
					30	

In addition, students should demonstrate correct English grammar and usage during all observations. Points will be deducted for consistently poor grammar and word usage.

## ***Master Teacher Observation and Reflections***

*(10 points each; 20 points total).*

Students must observe 2 Master Teachers (MT) as follows:

- MT 1: The Principal and/or Special Education Supervisor (not a Lead Teacher) should identify a special education teacher who teaches a self contained, mainstreamed, or collaborative class and who exhibits excellence in teaching. The student must observe that teacher. The student must then identify how the teacher demonstrated each of the essential components listed above.
- MT 2. The Principal and/ or Special Education Supervisor (not a Lead Teacher) should also identify a special education teacher who teaches in an inclusion class. The student must observe the teacher. The student must then identify how the teacher demonstrated each of the essential components.

***NOTE: THIS IS NOT AN EVALUATION OF THE TEACHER. THE PURPOSE OF THIS ASSIGNMENT IS FOR YOU TO OBSERVE EXCELLENT***

***TEACHING SKILLS BEING DEMONSTRATED. EVERY EFFORT MUST BE MADE TO ASSURE THE TEACHER WHO IS OBSERVED THAT S/HE HAS BEEN CHOSEN BECAUSE THE PRINCIPAL HAS IDENTIFIED HIM/HER AS AN EXCELLENT ROLE MODEL.***

*In the event that there are no other special education teachers available at your school or that the Principal/Special Education Supervisor does not have a special education teacher they can designate as an excellent role model, you may observe regular education teachers. It is imperative that you share the information above about the purpose of these observations with your Principal/ and Special Education Supervisor early in the semester so appropriate preparations for the observations can be made. Consideration may also be given to observation of teachers in a different school, if needed. This can be accomplished using personal leave or other leave, if available. At all times, you are urged to consult with your Principal. If you have any questions regarding this assignment, you must contact your Instructor as soon as possible in case an alternative needs to be found. Failure to notify your Instructor in a timely manner may result in a failure for this activity.*

### ***Student Learning Project (50 points)***

The purpose of the Student Learning Project (S LP) is to provide you the opportunity to demonstrate the impact your teaching has on your students' learning and how you use student data to make instructional decisions. It is important to note that your grade on this assignment is not based on your students' achievement on a particular assessment; rather, you will be evaluated based on how clearly you describe your methods of assessment and instruction and your reflections on what student data tells you about their instructional needs. See the calendar for the due date, and click on the link provided on the home page for more details.

#### ***Reflection (Ungraded, required)***

An end of course reflection is due from each student. This is NOT a course/Instructor evaluation (You will be asked to do this by UGA late in the semester). It is an ungraded, required assignment. Students must reflect on a minimum of 5 "I learned" statements. Reflections must contain complete sentences. See Important Announcement (IA) for any additional requirements your Instructor may request.

#### ***Local School Administrator Observation (Ungraded)***

Students must submit an observation performed by a local school administrator during the present semester along with a lesson plan. Although there is no specific module in which this is due, it must be received prior to December 8, 2006. The lesson plan you prepare for this observation **WILL** be graded and should be submitted electronically to you instructor within 48 hrs after the observation takes place.

## **Reading Assignment Questions and Discussion Board Activities**

The readings are broken up over several module assignments. You will answer questions posted in the modules based on your readings and either post them in discussion board or e-mail them to your instructor. **Discussion Board Activities are 10 pts each.** Reading Assignment Questions are ungraded but required. See the calendar for the due date.

## **Participation**

Worth 10 pts. This will be based on regularly "checking in" to your course, submitting your graded AND ungraded assignments on time, appropriateness and professionalism of email correspondence with instructors and peers, and your ability to accept constructive feedback and make progress in areas of teaching weakness.

### **Grading and Evaluation**

Students are required to check the class website for Important Announcements and e mails a minimum of every 48 hours. Students may be dropped from the course for failure to "check in" as required. Students should view the check in as "coming to class". In addition, failure to respond to emails or requests for information within 48 hours may also affect grades. Repeated late assignments may result in failure in the course. Respectful communication between and among students and Instructors is also an expectation. Rude, disrespectful or inappropriate communications are not acceptable and will affect your grade.

#### **LIST OF GRADED ASSIGNMENTS**

<b>Assignment</b>	<b>Points Earned</b>	<b>Total</b>	<b>Weight</b>
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<b>Video taped and In-Person Observations</b>	<b>3 x 30 points each</b>	<b>90 pts</b>	<b>50%</b>
<b>Lesson Plans</b>	<b>4 x 20 points each</b>	<b>80 pts</b>	<b>15%</b>
<b>Master Teacher Reflection</b>	<b>2 x 10 points each</b>	<b>20 pts</b>	<b>5%</b>
<b>Discussion Board Activity (DBA)</b>	<b>4 x 10 pts each</b>	<b>40 pts</b>	<b>10%</b>
<b>Student Learning Project</b>	<b>50 pts</b>	<b>50 pts</b>	<b>15%</b>
<b>Participation</b>	<b>10 pts</b>	<b>10 pts</b>	<b>5%</b>
<b>Total Weight Value</b>			<b>100%</b>

EXAMPLE of how your grade is calculated: Jane earns 81 out of 90 pts total for her observations:  $81/90 \times 50 = 45$  pts. She earns 77 out of 80 pts total for lesson plans:  $77/80 \times 15 = 14.4$  pts. She earns 20 out of 20 pts for the master teacher observations:  $20/20 \times 5 = 5$  pts. She earns 36 out of 40 pts total for the DBA's:  $36/40 \times 10 = 9$ . She earns 46 out of 50 pts for the Student Learning Project:  $46/50 \times 15 = 13.8$ . She earns 10/10 pts total for Participation:  $10/10 \times 5 = 5$ . The total points Jane earns for the course:

$$45 + 14.4 + 5 + 9 + 13.8 + 5 = 92.2\%$$

**Grading Scale:**

90 – 100% : A

80-89 : B

70-79 : C

60-69 : D

Below 60 : F

**Please note: Points can and will be deducted for grammatical and spelling errors on all assignments in this course. In addition, correct English, grammar and word usage is an expectation during all observations.**

**Schedule of Assignments**

**Module 1: 1/7 - 1/17/08**

	<p><b>Submit responses to the Readings Questions</b></p> <p><b>E-mail complete schedule to your Instructor</b></p> <p><b>Email directions to your school to your Instructor</b></p> <p><b>Print off and read the Course Overview</b></p> <p><b>Read Teaching Task I</b></p> <p><b>Read “Components of Successfully Planned Lessons”</b></p> <p><b>Submit a self-introduction to the Discussion Board</b></p>
	<p><b>Module 2: 1/18 - 1/26</b></p> <p><b>Read Chapters 6-10 in New Teacher's Survival Guide.</b></p> <p><b>Read Teaching Task II</b></p> <p><b>Post your Discussion Board Activity (DBA)</b></p>
	<p><b>Module 3: 1/27 - /2/5</b></p> <p><b>SUBMIT THE STUDENT LEARNING PROJECT PROPOSAL</b></p> <p><b>READ CHAPTERS 11-15 in the "New Teacher's Survival Guide."</b></p> <p><b>READ Teaching Task III</b></p>
	<p><b>Module 4: 2/4 - 2/23</b></p> <p><b>Schedule the first onsite observation with your Instructor</b></p> <p><b>Complete and submit a Lesson Plan when your Instructor arrives to your classroom</b></p> <p><b>Post your Discussion Board Activity (DBA)</b></p>
	<p><b>Module 5: 2/24 - 3/2</b></p> <p><b>Observe and Evaluate a Master Teacher (#1)</b></p>

	<p><b>Post your Discussion Board Activity (DBA)</b></p>
	<p><b>Module 6: 3/3 - 3/16</b></p> <p><b>Videotape of your teaching due on or before the calendar due date</b></p> <p><b>Lesson Plan Due</b></p> <p><b>Self-Reflection Due</b></p>
	<p><b>Module 7: 3/17 - 3/31</b></p> <p><b>Post your Discussion Board Activity (DBA)</b></p> <p><b>Observe and Evaluate a Master Teacher (#2)</b></p>
	<p><b>Module 8: 4/1 - 4/20</b></p> <p><b>Schedule the second onsite observation with your Instructor</b></p> <p><b>Complete and submit a Lesson Plan when your Instructor arrives to your classroom</b></p> <p><b>Local School Observation and Lesson Plan Due</b></p>
	<p><b>Module 9: 4/21 - 4/28</b></p> <p><b>Student Learning Project Due</b></p> <p><b>End of Course Reflection Due</b></p> <p><b>End of Course Evaluation</b></p>