

**SPED 4000: DIRECTED STUDY - FIELD BASED COLLABORATION**

**Instructor**

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Please contact me if you need help and/or have any questions.

**Course Description**

The purpose of field based collaboration is to supplement your special education program of study with experiences in general and special education classrooms. SPED 4000 has two goals: First, to increase your familiarity with the general education curriculum. Second, to give you practice at making curriculum adaptations and teaching modifications for students with mild disabilities.

It will take you two semesters to master the goals of SPED 4000. One semester's work will focus primarily on the general education curriculum. The other semester will focus primarily on making curriculum adaptations and teaching modifications, probably in special education settings.

This course represents a crossroad in your journey to become an exemplary and reflective special educator. This crossroad is the intersection between knowledge and skills. Specifically, this course, especially during the second semester, requires you to demonstrate skills in teaching students with special needs.

**Course Requirements**

The main course requirement is simple: **demonstrate the knowledge and skills of an exemplary and reflective special educator.** Your demonstration requires you to be involved with students. Sample appropriate activities include tutoring, small group instruction, preparing teaching materials, grading papers and providing corrective feedback to students. In some cases, you also might be preparing and implementing behavior management plans. The key is to contribute to the classroom teaching and learning process every day. (You are not there to just observe.) You are also required to participate in four after school activities. Sample activities include PTA, skate night, and the spring/fall fair.

Attendance is mandatory - the classroom teacher and students are counting on you being there. You are required to work 10 hours a week in your placement. Typically, this is done two hours per day, five days per week. You will negotiate your specific schedule with your classroom supervising teacher. Your placement begins on Tuesday, 9-7, and ends on Thursday, 12-9. I will not tolerate you missing your placement or going in late. You will be dropped from the course if you are an habitual offender. You are entitled to three absences (excused and/or un-excused) during the semester. Being late counts as an absence. Your fourth absence will reduce your final grade by one letter grade. Your fifth absence will result in you being dropped from the course.

Without exception, you must e-mail me any day you are absent or late. Failure to do so will reduce your final grade by one letter grade (per occurrence).

I will be in your school about every other week during the semester. Sometimes, I will briefly visit your classroom. Other times, I will formally observe your work. Most of my observations will be scheduled ahead of time. I need to see you making a contribution to the classroom teaching and learning process during my observations. Within a day or two after your observation you need to meet with me to discuss your work.

Every other week on a regular basis, please send me a brief email (two paragraphs) describing how everything is going in your practicum. I am interested in your opinions/thoughts about what you are doing - i.e., what is working well and what is not working.

I have not scheduled any seminars during the semester, but I reserve the right to do so.

### **Grades**

The grading system in this course is based solely on my professional judgement on the effectiveness your work. I judge effectiveness by two standards. First, your instructional methods and materials should be appropriate for the content you are teaching. Second, your methods and materials should be appropriate for the behavior you are teaching.

This semester will be difficult and stressful. You will be teaching for the first time and your work will be observed and critiqued. I expect you to make some mistakes. The ingredients for a successful semester are to: (1) work hard, (2) respond positively to corrective feedback, and (3) have some fun at the same time.

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### **Textbook**

The New Teacher=s Survival Guide, Kathleen Fad and James Gilliam

This book is full of positive and practical ideas that will help you survive in a classroom. It was your textbook last semester and I recommend that you refer to it again this semester.

### **Assignments**

You must submit to me a brief (2 page) description of your four after school activities. You must also give me a copy of your lesson plan and accompanying materials when I make a scheduled observation in your classroom.

Depending on how the semester progress, including the work you are doing in Dr. Burke=s methods class, specific lesson planning assignments might be added to the requirements for this course.

### **Final Note**

You must have liability insurance or sign a liability waiver before working in your school. I also require you to acknowledge in writing a few of the possible hazards you will face while working in your school.

The objectives listed below specify the knowledge and skill competencies you must master in Directed study - Field Based Collaboration (SPED 4000). You must achieve the competencies over the course of two semesters. One semester you will be placed in a general education elementary school class. The other semester you will be placed in a general education middle school class. Both placements will require you to work with general education and special education students. The type of instruction and the type of evaluation required to demonstrate mastery of each objective is also specified. (Please refer to the Grades section above to review how I evaluate the specific effectiveness of your work.)

Note: The above information is tied directly to CEC's guidelines for preparing special educators and is coded to match their numbering system.

Common Core: 4. Instructional Content and Practice

1. General and special curricula for individuals with exceptional learning needs. (CC4:K3) - Collaboration with Mentor Teacher, and Lesson Plan Review
2. Select, adapt, and use instructional strategies and materials according to the characteristics of the learner. (CC4:S7) - Seminar Presentations, and Lesson Plan Review and Classroom Observation
3. Establish and maintain rapport with learners. (CC4:S14) - Collaboration with Mentor Teacher, and Classroom Observation

Common Core: 5. Planning and Managing the Teaching and Learning

4. Research-based best practices for effective management of teaching and learning. (CC5:K2) - Seminar Presentations and RIDE Computer Program, and Lesson Plan Review and Classroom Observation
5. Use strategies to facilitate effective integration into various settings. (CC5:S2) - Seminar Presentations and Collaboration with Mentor Teacher, and Classroom Observation
6. Prepare and organize materials to implement daily lesson plans. (CC5:S3) - Seminar Presentations and Collaboration with Mentor Teacher, and Lesson Plan Review
7. Design and manage effective daily routines. (CC5:S5) - RIDE Computer Program and Collaboration with Mentor Teacher, and Behavior Management Plan Review and Classroom Observation

Common Core: 7. Communication and Collaborative Partnerships

8. Culturally responsive factors that promote effective communication and collaboration with all groups of individuals. (CC7:K1) - Seminar Presentations and Collaboration with Mentor Teacher, and Philosophy Assignment
9. Collaborate with school personnel in integrating individuals with exceptional learning needs into various settings. (CC7:S5) - Collaboration with Mentor Teacher and Seminar Presentations, and Classroom Observation

General Curriculum: 4. Instructional Content and Practice

10. Sources of specialized materials for individuals with disabilities. (GC4:K1) - Seminar Presentations and Collaboration with Mentor Teacher, and Lesson Plan Review
11. Approaches to create positive learning environments for individuals with disabilities. (GC4:K9) - Seminar Presentations and Collaboration with Mentor Teacher, and Lesson Plan Review
12. Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities. (GC4:S1) - RIDE Computer Program, and Classroom Observation
13. Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners. (GC4:S6) - Collaboration with Mentor Teacher and RIDE Computer Program, and Classroom Observation
14. Modify pace of instruction and use organization cues. (GC4:S12) - Seminar Presentations, and Classroom Observation

General Curriculum: 5. Planning and Managing the Environment

15. Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities. (GC5:K4) - Seminar Presentations and Collaboration with Mentor Teacher, and Philosophy Assignment
16. Structure the educational environment to provide optimal learning opportunities for individuals with disabilities. (GC5:S2) - Collaboration with Mentor Teacher, and Classroom Observation
17. Teach individuals with disabilities in a variety of educational settings. (GC5:S3) - Collaboration with Mentor Teacher, and Classroom Observation

General Curriculum: 7. Communication and Collaboration

18. Collaborative and consultive roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom. (GC7:K3) - Seminar Presentations and Collaboration with Mentor Teacher, and Philosophy Assignment

General Curriculum: 8. Professionalism and Ethical Practices

19. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities. (GC8:K4) - Seminar Presentations and Collaboration with Mentor Teacher, and Philosophy Assignment

**SPED 4000 ASSIGNMENTS**

1. Attend your placement every day and participate with enthusiasm. Participate in four after school activities during the semester (about one per month).

2. Attend scheduled seminars and participate with enthusiasm. Have assignments completed and ready to submit at the beginning of each seminar.
3. At the beginning of each observation, provide Ms. Burke with a card outlining three specific behaviors she should expect to see during her observation. (The very first behavior she expects to see during her first observation is that you know and use the names of the students in your class.)
4. Schedule a time to see Ms. Burke for feedback after each classroom observation. If possible, it should be on the same day as her observation. If that is not possible, it must occur on the following day - never later.
5. Emergency Plan: By the end of January, you must submit a summary of what is expected of you if there is an emergency while you are at practicum. The following situations must be addressed:
  - fire
  - tornado
  - intruder
  - student injury
  - student fightThe key to this assignment is making sure you know your responsibilities in any emergency situation at BSES or OCMS.
5. Powerful Struggles - Over the course of the semester, you must submit three brief papers (two pages each) detailing how you used (or would use) the ideas presented in Parts II, III, and IV. Ms. Burke will lay out the due dates for these papers.

50 Simple Ways: Beginning on January 18th and continuing for the remaining five on-campus seminars, you document the use of six "Ways" in your placement.

- Each "Way" you implement should be described in a paragraph (i.e., tell me what you did). Please identify the "Way" by the number listed in the book.
- Evaluate the results of your work (i.e., tell me what happened). This should be described in a second paragraph.
- The above work should be ty