

# SPED4440 C

## Course Overview

Click [HERE](#) for a printable version of syllabus

### Course Purpose and Course Requirements

**Course Purpose:** Welcome to SPED 4440C, the third and last Practicum you will be taking. The purpose of this course is to allow you additional opportunities to implement the skills you have learned. You 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. The IA Board is located within the "Discussions" link in the Course Menu. ALL IMPORTANT ANNOUNCEMENT CHANGES WILL OVERRIDE INFORMATION IN THE GENERAL REQUIREMENTS. Students should completely familiarize themselves with the Course Overview and should re-read it at various times during the course. Students are also directed to read SPECIFIC REQUIREMENTS where these requirements will be further explained.

**Teaching Requirements:** Students **MUST** have a minimum of 15 instructional contact hours with students per week in an interrelated, collaborative, or inclusion classroom. If you are not in a placement that meets this requirement, you must contact your Instructor and the Special Education Department at UGA immediately (1-866-860-1380).

#### REQUIRED TEXTBOOKS and READINGS:

1) From 4440B: Rosenberg, S.R., O'Shea, L., & O'Shea, D.J.

(2006). *Student Teacher to Master Teacher: A Practical Guide for Educating Students with Special Needs* (4th Ed.) Saddle River, NJ: Prentice Hall.

2) Sprenger, M. (2003). *Differentiation Through Learning Styles And Memory*. Thousand Oaks, CA: Corwin Press.

*Observation Instrument: Explanation and Examples* (IN COURSE MENU)

**Optional Materials:** Burggraf, K. (2004) 2-sided lamination: **Differentiated Instruction**. Order from [DayOne Publishing](#).

**ASSIGNMENTS** (See **Specific Assignments** for additional information)

1. **Lesson Plans**. You will prepare 4 instructional lesson plans for the semester, three of which will be the basis of three (3) observed lessons (two in-person observations, and one videotaped observation) and one observed lesson by your principal (LEA).
2. **Onsite Evaluation**. You will be evaluated on instructional skills by two onsite visits from your instructor. You will prepare an instructional lesson for each visit. (One of the two onsite visits must demonstrate a lesson on Language) These two lessons must reflect the two lesson plans submitted. The lessons observed must take place with the class in which you normally teach, and must include special education students. Additional observations may be requested by the instructor if it is determined that there is need for major improvement.
3. **Videotaped Evaluation**. You will prepare one (1) videotaped (or recorded in a fashion approved by your instructor) lesson that will record approximately 30 minutes of a lesson. (Note: This lesson or the lesson taught during the observation by your school principal must contain a technology component in your teaching activity) The lesson must be in a class the student normally teaches and must include special education students.
4. **Self-Reflection**. You will provide a self-reflection on the videotaped observation.
5. **Discussion Board Assignment**. You will complete 3 Discussion Board Activities (DBA), as described in the Specific Assignments, based on your readings for the course.
6. **LEA Evaluation**. You will submit one evaluation completed by a Local Education Agency (LEA) school administrator and an accompanying lesson plan activity. (Note: this

- observation or the videotaped observation must contain a technology component in the instructional activity.)
7. **Reflection.** You will write an end of course reflection as described in the Specific Assignments.
  8. **Websites.** Students will identify and discuss three (3) websites regarding Transition of students with Disabilities. This will be a required, ungraded assignment.
  9. **Websites.** Students will identify and discuss three (2) websites which address transition skills. This will be a required, ungraded assignment.
  10. **Final Project.** You will complete a written or presentation project as described further in the Specific Activities section. This will be a graded assignment.
  11. **Participation.** You will be graded on regularly "checking in" to your course, and submitting graded AND ungraded (required) assignments on time.

The University Faculty reserves the right to observe students additional times, either in their classroom or via videotape if deemed necessary. In addition, additional assignments may be posted for any module when the instructor deems it appropriate.

**ALL MODULE REQUIREMENTS ARE DUE BY THE TIME SET BY YOUR INSTRUCTOR ON THE DATE POSTED FOR THAT MODULE. LATE SUBMISSIONS ARE SUBJECT TO A PENALTY GRADE OF ONE POINT FOR EACH DAY AN ASSIGNMENT IS LATE. IN THE EVENT A NON-GRADED ASSIGNMENT IS LATE, ONE POINT WILL BE DEDUCTED FROM THE PARTICIPATION GRADE FOR EACH DAY THE ASSIGNMENT IS LATE.**

### **Expectations**

- Your Instructor may set a specific time assignments are on a specified due date. Repeated late assignments may result in failure in the course. Participation grades will also be affected. Your Instructor will provide you a policy for assignments turned in after the due date.
- You are required to check the class website for Important Announcements and emails 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.
- Respectful communication between and among students and Instructors is an expectation. Rude, disrespectful or inappropriate communications are not acceptable.

- **You may send any assignments as attachments unless indicated otherwise by your Instructor.** If using webct e-mail to submit an assignment, it should be written in a word processing program and then cut and pasted into the text window. This will also allow you to take advantage of spell check.
- Videotapes (or other formats approved by your instructor) must be sent via U.S. mail in a manner that does not require a signature for delivery. Check with your post office for options for confirmation of delivery, if desired. Videotapes will NOT be returned unless requested by the student.

### Important Policy Information

- **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 and/or may be administratively withdrawn. 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 email the Instructor by the end of the first week of classes so that we make appropriate accommodations.

- **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 and copying words from an article without appropriately citing the work. Please refer to UGA's Academic Honesty Policy

([http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm))

## Content Standards to be assessed in this course

The following Content Standards, taken from the Council for Exceptional Children (CEC) Special Education Content Standards will be assessed in this course.

Standard 1: Foundations

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5 Learning Environments and Social Interactions

Standard 6: Communications

Standard 7: Instructional Planning

Standars 8: Assessment

Standard 9: Professional and Ethical Practice

Standard 10: Collaboration

## Standards related to specific assignments

**Standard One:** Foundations.

Special educators understand how federal and state laws, policies, diverse points of view, and evidenced-based principles and theories influence professional practice, including assessment, instructional planning, implementation and program evaluation.

Special educators understand how issues of human diveristy can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

**Standard Two:** Development and Characteristics of Learners.

Special educators understand how the experiences of individuals with disabilities can impact families, as well as the individual's ability to learn, interact socially and live as fulfilled contributing members of the community.

Special educators understand how exceptional conditions can interact with the domains of human development and use this knowledge to respond to the varying abilities and behaviors of individuals with disabilities.

**Standard Three:** Individual Learning Differences

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social

abilities, attitudes, values, interests, and career options.

Special educators individualize instruction to provide meaningful and challenging learning for individuals with disabilities.

**Standard Four:** Instructional Strategies

Special educators demonstrate a repertoire of evidenced-based instructional strategies to individualize instruction for students with disabilities.

Special educators select, adapt, and use instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with disabilities.

**Standard Five:** Learning Environments and social Interactions

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

Special educators help their general education colleagues integrate individuals with disabilities in regular environments and engage them in meaningful learning activities and interactions.

**Standard Six:** Language.

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with disabilities.

**Standard 7:** Instructional Planning

Special educators develop long-range individualized instructional plans anchored in both general and special curricula, and systematically translate these plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment and a myriad of cultural and linguistic factors.

Special educators facilitate instructional planning in a collaborative context including the individuals with disabilities, their families,

professional colleagues, and personnel from other agencies as appropriate.

### **Standard 9: Professional and Ethical Practice**

Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with disabilities and their families.

Special educators actively plan and engage in activities that foster their professional growth, and keep them current with evidence-based best practices.

### **Standard 10: Collaboration**

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

Special educators use collaboration to facilitate the successful transitions of individuals with disabilities across settings and services.

### **Specific Activities**

**Self Introduction.** Write one or two paragraphs to your peers introducing who you are: your teaching title; type of school and name; what is your curriculum or subject you teach; type of students with disabilities and classroom; any previous classroom experience; number of years teaching; other job requirements; what you like about teaching in special education, personal information you are comfortable sharing (family, pets, hobbies or other interests, etc). Submit to the "self-introductions" on the discussion board.

**Send an e-mail** to your instructor with the name, address, phone, fax of your school, your home phone and cellphone (if applicable), other e-mail, and directions from the instructor's location to your school. (You may use mapquest or other online map software available). Also send your daily schedule of classes, times, breaks, etc. Note any days closed, testing, conferences, teacher meetings that your instructor should know about during the fall semester.

**Four Lesson Plan Activities and Evaluations** (20 points each, total of 80 points)

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, for a total of 15 pts for each lesson plan:

### **Lesson Plan (20 pts)**

1. **Introduction:** (1pt) Provide your name, date, types of disabilities and subject.
2. Write behaviorally stated **objectives**. (4pts) Students should ensure that each objective is observable, measurable and contains a criteria for mastery. Includes a [Ga Performance Standard](#) Reference.
3. List **materials** to be used in the lesson. Include a component of technology when applicable. (3pts)
4. Write **Procedures:** (4pts)

A. Introduction (What are they going to learn? Link to previous learning, explain relevance)

B. Demonstration (Model or demonstrate the target skill, concepts, principles, facts, etc.)

C. Guided Practice (Give them a way to practice what you have modeled. Address verbal, visual, auditory, and kinesthetic approaches, and include at least 2 of these)

D. 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 (3 pts)

6. Describe special **adaptations/modifications** needed for individual

students.(1pt)

7. List any anticipated instructional or **behavioral problems**, along with strategies to deal with any problems if they arise. (1 pt)

**EVALUATION:** After the lesson is over, evaluate your effectiveness. What went well, what were problem areas and how you will deal with it in the future. (3 pts)

(See chapter 5 from "Student Teacher to Master Teacher" pp132-157 for in-depth examples)

Lesson Plans must **clearly identify the seven components AND Evaluation**. 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.

Students should ensure that their objectives are observable and measurable and contain a criteria for measuring the effectiveness of the lesson. See the [GA Performance Standards](#) website for obtaining the appropriate standard. Students must write original lesson plans. Be sure your name appears on all lesson plans. Lesson plans should be given to the Instructor prior to the beginning of the lesson (for in person observations) and should be sent with the videotape. **In addition, students must submit all graded lesson plans in an e-mail to the Instructor.**

### **Two Observations and One Videotaped Lesson**

(30 points each, total of 90 points)

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 midpoint withdrawal date so that students may drop the course without penalty. Since the observations are a significant percentage of students' grades, students are urged to read requirements carefully and understand the expectations. (For example, one of the two onsite observations must constitute a lesson on some aspect of Language.) 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. Be sure to read the requirements of the observations in the modules they are assigned. The Instructor will, via individual e-mail, schedule the observation. The Instructor will meet with you immediately following the observation, unless otherwise notified by your Instructor. It is your responsibility to ensure that classroom coverage is obtained for the conference time. While the Instructor will endeavor to meet the needs of the students, it will be up to the Instructor to schedule the observations. You should have the lesson plan and all supporting material ready and available to give to the Instructor before the observation begins. In addition, if you are using any textbooks, a copy must be available for the instructor. The lesson observed must reflect the lesson plan.

**Videotaped (or other format approved by your instructor) 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 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. The camera should not be hand held and should not pan the room. Lessons should reflect a clearly defined beginning or ending of a lesson. Do not try to present a 50 minute lesson during a 30 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 without the use of an adaptor, unless otherwise specified by your Instructor. Videos will not be returned unless requested by the student.** 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 THAT ALTHOUGH THERE IS A DUE DATE LISTED FOR THE VIDEOTAPE, YOU MAY MAKE THE VIDEO 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 and personal factors can play havoc with schedules. Since you have the date well enough in advance, there are few reasons you shouldn't be able to complete this assignment on time.

### **Self-Reflection of Videotaped Lesson**

You will reflect on the videotaped lesson by addressing each of the evaluated areas. You should review the component and then specifically state how you demonstrated the component, or, in what way you 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 the Teaching Task III #9 from the Observation Instrument (The classroom setting is conducive to implementing lessons by allowing students to view the focus of instruction, etc.).

**SPED4440 Scoring Rubric  
OBSERVATION INSTRUMENT**

<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>
<b>1. Teaching Task I:</b> Provides Instruction <b>Standard 4:</b> Instructional Strategies	The amount and organization of the lesson content are not aligned with students' abilities or 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:				
<b>2. Teaching Task I:</b> Provides Instruction <b>Standard 4:</b> Instructional Strategies	Content presented appears out of sequence for student learning, or is not explained clearly or discussed adequately.	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-</b>	Content is developed through appropriate teacher-focused or student-focused activities (e.g. definitions, examples, demonstrations, modeling), enhancing the <b>learning of critical</b>	/3

		<b>solving, and performance skills</b>	<b>thinking, problem-solving, and performance skills</b>	
(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:				
<b>3. Teaching Task I: Provides Instruction</b> <b>Standard 4:</b> Instructional Strategies	Lesson presentation is limited by weak initial focus, content emphasis, or does not link to previous learning; does not demonstrate an individualized instructional strategy	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	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>	/3
(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>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>
<b>4. Teaching Task II: Assesses and Encourages Student</b>	Lessons do not consistently engage students; interventions are indirect and not clearly	Teacher provides lessons that promote <b>active engagement</b> of <b>MOST</b> students using <b>direct</b>	Teacher provides lessons that promote <b>active engagement</b> of <b>ALL</b> students using <b>direct</b>	/3

Progress. <b>Standard 5:</b> Lng Environ- ments and Social Interactions	motivational for students to follow current expectations consistently.	<b>motivational and instructional interventions,</b> teaching students to respond appropriately to current expectations.	<b>motivational and instructional interventions,</b> teaching students to respond appropriately to current expectations.	
(EXAMPLE: Teacher gains and holds students' attention throughout the lesson, provides a verbal structure regarding classroom expectations.) Comments:				
<b>5. Teaching</b> Task II: Assesses and Encourages Student Progress. <b>Standard 8:</b> Assessment	Teacher monitors student progress inconsistently and students are 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. Teaching</b> Task II: Assesses and Encourages Student Progress. <b>Standard 5:</b> Lng	Teacher responds inconsistently to student performance and does not appear to move students towards greater independence	Teacher appropriately responds to most adequate and inadequate std performance by providing content related reinforcement and shaping the environment to	Teacher appropriately responds to <b>all</b> adequate and inadequate std performance by providing content related reinforcement and shaping the <b>environment to</b>	/3

Environ-ments and Social Interactions		encourage independence, self-motivation and self-direction.	<b>encourage independence,</b> self-motivation and self-direction.	
(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</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Pts</b>
<b>CEC standard</b>	<b>1pt</b>	<b>2 pts</b>	<b>3 pts</b>	
7. Teaching Task II: Assesses and Encourages Student Progress.  <b>Standard 5</b> Lng Environ-ments and Social Interaction	Encouragement and reinforcement is inconsistently utilized during the lesson, limiting an <b>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 the	Use of instructional time is	Effective use of time is demonstrated in	Effective use of time is demonstrated	/3

learning environment	inconsistent in two or more areas: engaging students, maximizing instructional time, providing clear directions and using efficient methods for transition and routine matters	3 of the following: actively engaging students, maximizing instructional time, providing clear directions, and using efficient methods for transition and routine matters	by actively engaging students, maximizing instructional time, providing clear expectations, providing feedback for inappropriate behavior, and using efficient methods for transition and routine matters	
<p>(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.)</p> <p>Comments:</p>				
<p><b>9. Teaching Task III:</b> Manages the learning environment</p> <p><b>Standard 5</b> Lng Environ-ments and Social Interaction</p>	<p>Learning environment is at times unpredictable, with minor disruptions: students arguing or unengaged; teacher is off topic due to external distractions, etc.</p>	<p>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</p>	<p>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</p>	/3

		attention as he/she moves among them for most of the lesson	among them.	
<p>(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.)</p> <p>Comments:</p>				
10. Teaching Task III Standard 6: Language	Teacher provides students ineffective language models, uses communication strategies inconsistently or is occasionally off topic	Teacher provides students effective language models and uses communication strategies and resources to facilitate understanding of subject matter through <b>most</b> of instructional time.	Teacher provides <b>effective language models</b> and uses communication strategies and resources to <b>facilitate understanding of subject matter</b> throughout instructional time	/3
<p>(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)</p> <p>Comments: Communication is excellent throughout the lesson</p> <p>Total Points earned:</p>				

### Discussion Board Activity (10 pts)

**Discussion Board Activity (DBA). You will submit 3 initial Discussion Board Activities during the course, 10 pts each for a total of 30 pts. You will make an initial posting of your own response to the questions or task given, then read and respond to a peer's posting by the Due Date listed in the Calendar. The pts earned for the DBA shall be comprised of the two postings you make.**

The DBA is shared for all of your peers in this course to read; it is not required, nor encouraged, for you to make a response to all the other students postings. Each DBA typically requires about one double spaced typed page in length. The questions/tasks will be based on the required readings due for that module and/or previous modules.

## ***Final Project (50 pts)***

Recognizing that students in this course are working in a variety of settings, from teaching in an elementary, collaborative or inclusion class to team teaching in a high school biology inclusion class (and all points in between), the project requirement for this final course is individualized.

You will conduct an Individualized Education Program (IEP) Annual Meeting for a student you are case manager for. This meeting will provide the basis for a written paper or power point presentation you will make through Horizon Wimba to your peers and Instructor for this course. Your presentaion should last no longer that 20 minutes, with 10 minutes of feedback and comments from your audience. You will submit your paper by the Calendar Due Date, or schedule the time for your presentation through your Instructor.

The following is a general outline for the written paper or presentation. See the link on the course menu or Homepage for details:

- 1) Introduction. Describe the student (including his/her eligibility) and the meeting participants (use pseudonyms, and describe some of their responsibilities). Include purpose of the meeting, recommended special education services (incl.: related and supplemental services), amount of time spent in special education/general education classes and type of support services provided, if any.
- 2) Review of annual goals and objectives/benchmarks, instructional environment, crietria for mastery, method of evaluation, and mastery indication.
- 3) Present Level of Performance. Include the consideration of special factors, narrative (including discussion of educational deficits, strengths, goals and objectives for this year and for the coming school year, tests and/or assessments administered, problem behaviors, transition planning, related services, assistive tecnology needs), and a decsription of ESY services, if needed. Please address the comments/concerns and/or contributions from each professional and family member attending.
- 4) Other documentaion covered. Include the placement committee minutes final recommendation, BIP if discussed, curriculum and assessment accommodations/modifications, assistive technology consideration checklist, transition services form, documenation of prior written notice, and notice of the IEP team meeting.

A more detailed description and generic forms will be available to view and download from the homepage. You may use your school system's forms for the IEP meeting and use portions of the forms for your powerpoint presentation.

If you are not teaching fulltime or are not the case manager for a student, you must arrange to sit in on a meeting for a student you are or have worked with this school year. You may need permission to review the IEP file on your student. Check with the student's case manager. You will need to be added to the list of professionals who are notified of the child's meeting. You will need to prepare to make some kind of contribution for this meeting: discuss your involvement in teaching the student and the amount of progress he/she has made. Present examples of the student's work, and any CBA or other testing you conducted on the student. Collect the information as described and develop your written paper or presentation as described.

### ***Websites for Transition Skills (Ungraded)***

You will identify and discuss 2 websites to assist in the teaching of transition skills. Students should provide a correct link to the sites. Each website should be discussed in approximately two paragraphs. This is a required, ungraded assignment.

### ***Websites for Social Skills (Ungraded)***

Students will identify and discuss 3 websites to assist in the teaching of social skills. Students should provide a correct link to the sites. Each website should be discussed in approximately two paragraphs. This is a required, ungraded assignment.

### ***Reflection (Ungraded)***

An end of course reflection is due from each student. This is NOT a course/instructor evaluation. It is an ungraded, required assignment. Students must reflect on a minimum of 3 "I learned" statements. See 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 postmarked no later than April 23, 2007. NOTE: Be sure that you email your lesson plan for this observation. It is the 4th lesson plan and is worth 20 pts.

**Participation. 10pts.** Your participation grade will be based on prompt submission of required assignments, both graded and ungraded, for this practicum, and your regular "checking in" every 48 hours or sooner.

### Grading and Evaluation

Grades will be weighted as described below **Correct grammar, spelling, punctuation and word usage will be considered an essential component of all assignments. Penalty points will be assessed for each assignment that is not received by the due date.**

- **Lesson Plans** : Each lesson plan is worth 20 pts, for a total of 80 pts. Lesson plans will be graded as indicated in the Specific Assignments section on Lesson Plans. Total weight is 15% of the final grade.
- **Observations**: Each observation will be worth 30 pts for a total of 90pts (2 onsite and 1 videotaped). 60% of the final grade.
- **Project Presentation**. This assignment is 50pts. 15% of the final grade
- **Discussion Board Activity**. Each activity is 10pts for a total of 30 pts. 5% of the final grade
- **Participation**: Worth 10 pts. 5% of the final grade.

#### *Summary of graded assignments and their weights*

1. 1 Videotaped and 2 In-Person Observations (90 pts) **Weight: 60%**
2. 4 Lesson Plans (80 pts) **Weight: 15%**
3. 1 Project (50 pts) **Weight: 15 %**
4. 3 Discussion Board Activity (30 pts) **Weight: 5%**
5. Participation Grade: (10 pts) **Weight: 5%**

**Example of how your final grade is scored** : you score 85.5/90 pts total for your observation evaluations =  $.95 \times 60$  (weight) = **57**; You score 72/80 pts total for lesson plans =  $.9 \times 15$  (weight) = **13.5**. You score 45/50 pts on the final project =  $.9 \times 15$  (weight) = **13.5**; you score 27/30 from the discussion board activities =  $.9 \times 5$  (weight) = **4.5**; **You score 10/10 pts for participation =  $1 \times 5$  (weight) = 5**

Final Grade = 57 + 13.5 + 13.5 + 4.5 + 5 = 93.5 % = A

**TOTAL Weights = 100% of grade**

- **Grading Scale:**

90 – 100% : A

80-89 : B

70-79 : C

60-69 : D

Below 60 : F

All assignments must be received by the final date for each module. Points will be deducted for each late assignment.

Students are also required to check the class website for Important Announcements and e-mails a minimum of every 48 hours. 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.

**Please note: Points can and will be deducted for grammatical and spelling errors in all assignments in this course.**

### Schedule of Assignments

#### SCHEDULE OF MODULE ENDING DATES AND ASSIGNMENTS

**NOTE: THERE IS NO MODULE NUMBER ASSOCIATED WITH THE OBSERVATION BY THE LOCAL SCHOOL ADMINISTRATOR AND THE ACCOMPANYING LESSON PLAN. IT IS DUE NO LATER THAN April 20, 2007. IT MUST BE A CURRENT OBSERVATION AND LESSON PLAN FROM THIS SEMESTER.**

Module 1	January 20, 2008	Read Course Requirements and all Modules. Read <i>Observation Instrument: Explanation and Examples</i> Read Chapters 2 in text; <b>From Student Teacher to Master Teacher (STMT)</b> Read Chapters 1-2 in Differentiation Though
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		<p>Learning Styles &amp; Memory</p> <p>1) Post a self-introduction to your classmates using the discussion Board. Include information about where you are working (school/county), type of classroom(s), setting, types/grade level of your students. Also include your goals for next school year.</p> <p>2) Email directions to your school to your Instructor (see Important announcements for beginning intersection.</p> <p>3) Email complete class schedule to your Instructor, including beginning and ending times of school day, rooms, planning and lunch times</p>
Module 2	January 28, 2008	<p>Read Chapter 7 in text STMT; Chapters 3-5 in Differentiation Though Learning Styles &amp; Memory</p> <p>Discussion Board Activity 1 Due (10 pts)</p>
Module 3	<p>Observations begin January 29-February 15, 2008</p> <p>(Dates may vary by individual instructors)</p>	<p>Observation 1 (in-person) begins (30 pts)</p> <p>Lesson plan 1 due at time of Observation (20 pts)</p> <p><b>NOTE: THE FIRST IN-PERSON OBSERVATIONS WILL BE SCHEDULED BY YOUR INSTRUCTOR BETWEEN JANUARY 29 THROUGH FEBRUARY 16. YOU WILL RECEIVE AN INDIVIDUAL EMAIL REGARDING THE DATE. REMEMBER, YOUR LESSON PLAN IS DUE AT THE TIME OF THE OBSERVATION.</b></p>
Module 4	March 1, 2008	<p>Websites for Transition Needs Due (ungraded; required)</p> <p>Read Chapter 9 in STMT; and Chapters 6-7 in Differentiation Though Learning Styles &amp; Memory</p> <p>Discussion Board Activity 2 Due</p>
Module 5	March 8, 2008	<p><b>Videotaped Observation,(30 pts) Lesson Plan (20 pts) and Self-reflection due NOTE: IT MUST BE POSTMARKED BY DUE</b></p>

		<b>DATE</b>
Module 6	March 23, 2008	Websites for Social Skills Due (ungraded; required)  Read Chapters 10 & 11 in STMT  Discussion Board Activity 3 Due (10 pts)
Module 7	April 13, 2008	<b>Observation 3</b> (in-person) begins (30 pts)  Lesson plan 3 due at time of Observation (20 pts)  <b>NOTE: THE SECOND IN-PERSON OBSERVATION WILL BE SCHEDULED BY YOUR INSTRUCTOR BETWEEN MARCH 24 AND APRIL 11. YOU WILL RECEIVE AN INDIVIDUAL EMAIL REGARDING THE DATE. REMEMBER, YOUR LESSON PLAN IS DUE AT THE TIME OF THE OBSERVATION.</b>
Module 8	April 28, 2008	<b>Final Projects Due (50 pts)</b> : Scheduled between April 14-25 by you and your Instructor. <b>NOTE: all students must attend the scheduled presentations.</b>  <b>Local School Observation</b> (by the school principal) due on or before April 23 (ungraded; required), NOTE: Lesson plan must be submitted to your Instructor by the same Due Date (20 pts)
Module 9	May 8, 2008	End of Course Reflection due (5/1); Course Evaluations are open.