

SPED4440 C
Course Overview

Course Purpose and Course Requirements

Course Purpose: Welcome to SPED 4440, the third and last 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 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 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.

REQUIRED TEXTBOOKS and READINGS:

Sprenger, M. (2003) *Differentiation through learning styles and memory*. Thousand Oaks, CA: Corwin Press.

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

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

1. Students will prepare three (3) sets of instructional lesson plans for three (3) lessons that will be the basis of three (3) observed lessons (two in-person observations and one videotaped observation). These plans will be reviewed and evaluated.
2. Students will prepare a total of two instructional lessons, reflecting two separate, complete lessons which will be in-person observations. These lessons must reflect the lesson plans submitted. The lessons observed must take place with the class in which the student normally teaches and must be in an interrelated or inclusion classroom. The lessons will be evaluated.
3. Students will prepare one (1) videotaped lesson that will reflect approximately a 30 minute lesson. The lesson must be in a class the student normally teaches and must be in an interrelated or inclusion classroom. The video will be reviewed and evaluated.
4. Students will provide a self-reflection on the videotaped observation. This will be a

- required, ungraded assignment.
5. Students will submit two written summaries based on the readings from the required text, as described in Specific Assignments. These will be required, ungraded assignments.
 6. Students will write an end of course reflection. This will be an ungraded, required assignment.
 7. Students will submit one observation completed by a Local School Administrator (not a Department Head or Lead Teacher) and an accompanying lesson plan. This will be an ungraded, required assignment.
 8. Students will identify and discuss three (3) websites for teaching academic skills. This will be a required, ungraded assignment.
 9. Students will identify and discuss three (3) websites for teaching social skills. This will be a required, ungraded assignment.
 10. Students will complete a project as described further in Specific Activities section. This will be a graded assignment.

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 8:00 P.M. 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

- All module requirements are due by 8:00 p.m. on 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. Participation grade will also be affected.
- Students are required to check the class website for Important Announcements and emails a minimum of every 48 hours. Students may be administratively withdrawn 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.
- Respectful communication between and among students and Instructors is an expectation. Rude, disrespectful or inappropriate communications are not acceptable and will affect your grade.
- **DO NOT send any assignments as attachments unless instructed otherwise by your instructor.** Assignments should be written in a word processing program and then copied and pasted into the text window. This will also allow you to take advantage of

- spell check.
- Videotapes 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.
 - Instructors reserve the right to administratively withdraw a student from the course due to lack of participation or acceptable performance.

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)

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

Standards 8: Assessment

Standard 9: Professional and Ethical Practice
 Standard 10: Collaboration

Standards related to specific assignments

Activities	Standards	Evaluation
Reading summaries Identification of websites	1,2,3,4,7,8	<ul style="list-style-type: none"> • Summaries • Content related responses
Lesson Plans Observations Self-reflections Local School Observation Participation	1,2,3,4,5,6,7,8,9,10	<ul style="list-style-type: none"> • Elements present • Reflections • Observation form • Timeliness
Project	1,2, 3,4,5,7,9,10	<ul style="list-style-type: none"> • Written assignment

Specific Activities

Lesson Plans (Each is 5% of grade, total of 15% of grade)

Each student will write three original lesson plans to be submitted for review and evaluation (one to accompany each in-person observation and one to accompany the videotaped observation). Lesson plans should be completed and available at the time of the in-person observation. Lesson Plans must attach all handouts given to students for the observed lesson. The lesson plan for the videotaped observation must be mailed with the videotape. 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). **Direct Instruction lessons (scripted, canned or commercially prepared) will not be acceptable, unless otherwise stated by your Instructor. For those not familiar with this term, it refers to material that is produced by someone other than the teacher and where a specific "script" is utilized.** 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, Direct Instruction does not meet this criterion. While there is an appropriate place for Direct Instruction, the Practicum is not that place. (If you are unclear about what is Direct Instruction, email your Instructor with the question). Lesson plans must contain, at a minimum, the following essential elements (point values for each item are shown in

parenthesis):

1. Standards to be taught. Be specific. (e.g. MN1 Students will estimate, model, compare, order and represent whole numbers up to 100). The specific State Standard should be clearly listed (1%) For those in systems not yet using the State Standards, you may go to <http://www.georgiastandards.org> for the Standards. If Standards are not yet available for your area, you should use QCC's.
2. Objectives to be mastered (stated in observable and measurable terms and must contain a criteria). There must be a minimum of three (3) objectives (1%).
3. Materials to be utilized (including texts, page numbers, manipulatives and technology when appropriate)(1%).
4. Method(s) and procedures to be used (1%).
5. Assessment used to determine if goals and objectives have been reached (1%).

Lesson Plans must **clearly identify the five essential components**. Failure to do so will result in the loss of points for the assignment. **In addition**, each lesson plan **must** include an introductory paragraph that describes the students, the number of special education students, the total number of students, the type(s) of disabilities, the subject being taught and the grade level of the class. Failure to include this information will result in the loss of 1 point from the lesson plan grade. Sample lesson plan formats are provided in your reading materials. These are for information purposes only. Students may utilize any lesson plan format they prefer as long as they contain and clearly identify all essential elements. Students should insure that their objectives are observable and measurable and contain a criteria for measuring the effectiveness of the lesson. 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 provide the lesson plan to the Instructor on-line in an email.**

Observations and Videotaped Lessons (25% each , total of 75%)

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 75% of students' grades, students are urged to read requirements carefully and understand the expectations. 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 email, schedule the observation. The Instructor will meet with the student immediately following the observation, unless otherwise notified by the Instructor. It is the student's responsibility to insure 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. Students should have the lesson plan and all supporting material ready and available to give to the Instructor before the observation begins. In addition,

if students will use any textbook, a copy must be available for the instructor. The lesson observed must reflect the lesson plan. The class observed must be one in which the student teaches at least 15 hours per week and must be an interrelated or inclusion class.

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 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. Videotaped lessons should not include students taking any tests. **Videotapes must be submitted in standard VHS format without the use of an adaptor, unless otherwise specified by your Instructor. Videotapes must be clearly labelled on the spine of the tape with the student's name and semester. Videos will not be returned.** 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 **postmarked** 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 POSTMARKED 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.

The faculty will look for the following essential components in both the videotapes and in-person observations: (NOTE: EACH COMPONENT HAS VARYING VALUES, FOR A TOTAL OF 25% FOR EACH OBSERVATION.)

1. Appropriate instructional level that is based on student needs (3%).
2. Content that is explained, discussed, or reviewed in an appropriate sequence (e.g. definitions, examples, demonstrations, modeling) (3%).
3. Lessons that include initial orientation activities, content emphasis, and/or links to previous learning and summaries (3%).
4. Lessons that promote active engagement of the students through stimulating presentations, active participation and techniques that promote involvement (3%).
5. Student progress that is monitored throughout the lesson (2%).
6. Teacher appropriately responds to student performance by providing content related

- reinforcement for both adequate as well as inadequate performances (3%).
7. Teacher supports students via appropriate encouragement and reinforcement (2%).
 8. Effective use of time is demonstrated by maximizing instructional time, providing clear directions and using efficient methods for transition and routine matters (3%).
 9. The classroom setting is conducive to implementing lessons by allowing students to observe the focus of instruction, to easily obtain needed materials and by allowing the teacher to easily monitor the students and move among them (1%).
 10. Appropriate student behavior and/or appropriate teacher responses to student behavior are present (2%).

Be sure to carefully read the Explanations and Examples that are in the Observation Instrument section of the course menu. Videotaped lessons must be a lesson taught to one of your classes (You should not be a "guest instructor" in another class). The class must be in an interrelated or inclusion classroom.

Project (5%)

Recognizing that students in this course are working in a variety of settings, from teaching in an elementary, interrelated 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.

Students must choose at least two (2) and maximum of three (3) different approaches/textbooks/curriculums/strategies for teaching in your specific situation. You will then compare and contrast the approaches. Lastly, you will need to identify the one you would choose if you had complete control over the choice and why you would choose that particular one. You will need to give a detailed, research oriented reason for your decision.

For example, if you are teaching elementary reading, you might compare and contrast a Direct Instruction approach with a Whole Language approach. You would then discuss which one you would choose and why. Another example might be if you are teaching high school biology, you might look at 2 or 3 different publishers for teaching the curriculum, compare and contrast them and then discuss which you would choose and why. Some resources for this assignment might be your curriculum directors within your school system who might have texts for you to look at, publishers, media centers, colleges, the internet, etc. Since it will take time to collect the materials, it is strongly advised that the student begin to locate the resources needed during the first 2 weeks of the semester. This will help insure students will have the needed materials in time to adequately compare and contrast the materials and complete the assignment in a timely manner. If you have any questions regarding this assignment, be sure to email your Instructor as early as possible.

You may need to get your Instructor's approval of the approaches/etc prior to beginning the project to help insure that you are doing the assignment correctly. Check with your Instructor. Individual Instructors may give additional direction.

Self-Reflection of Videotaped Lesson (Ungraded)

Students will reflect on the videotaped lesson by addressing each of the 10 evaluated areas. Students should write the number of the component, the component and then specifically 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 above (The classroom setting is conducive to implementing lessons by allowing students to view the focus of instruction, etc.).

Reading Summaries (Ungraded)

Students will summarize each of the two reading assignments. Summaries must be one page, single spaced and identify at least 3 major ideas discussed/raised by the author. Summaries must be written in complete sentences and should evidence graduate level work.

Websites for Academic Skills (Ungraded)

Students will identify and discuss 3 websites to assist in the teaching of academic 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 10, 2006.

Grading and Evaluation

Grades will be based on a 100% scale. A = 93-100; B = 85-92; C = 77-84; D = 70-76; F = below

70. Correct grammar, spelling, punctuation and word usage will be considered an essential component of all assignments. This is a graduate level course and evidence of graduate level work is required. Penalty points will be assessed for each assignment that is not received by the due date.

- **Lesson Plans** : Each lesson plan is worth 5 %, for a total of 15 %. Lesson plans will be graded as indicated in the Specific Assignments section on Lesson Plans.
- **Observations**: Each observation will be worth 25% for a total of 75%.
- **Project** This assignment is 5% of your grade.
- **Participation**: Participation is 5% of your grade. Timely and appropriate responses are a part of participation.

All assignments must be received by 8 p.m. on the final date for each module. Points will be deducted for each date any assignment is late.

Students are also required to check the class website for Important Announcements and emails 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.

Summary of graded assignments and their weights

1. Videotaped and In-Person Observations (3 X 25% each) = 75% of grade.
2. Lesson Plans (3 X 5%) = 15% of grade.
3. Project= 5% of grade
4. Participation =5% of grade

TOTAL = 100% of 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 DUE 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 10, 2006. IT MUST BE A CURRENT OBSERVATION AND LESSON PLAN FROM THIS SEMESTER.

Module 1	January 16, 2006	<p>Read Course Requirements and all Modules. Read <i>Observation Instrument: Explanation and Examples</i> Read Chapters 1-4 in text Reading Summary 1 due , Email directions to your school to your Instructor (see Important announcements for beginning intersection. Email complete class schedule to your Instructor, including beginning and ending times of school day, rooms, planning and lunch times</p>
Module 2	January 23, 2006	<p>Read Chapters 5-7 in text Reading Summary 2 due</p>
Module 3	<p>Observations begin January 23-February 10, 2006 (Dates may vary by individual instructors)</p>	<p>Observation 1 (in-person) begins Lesson plan 1 due at time of Observation NOTE: THE FIRST IN-PERSON OBSERVATIONS WILL BE SCHEDULED BY YOUR INSTRUCTOR BETWEEN JANUARY 23 THROUGH FEBRUARY 10. YOU WILL RECEIVE AN INDIVIDUAL EMAIL REGARDING THE DATE. REMEMBER, YOUR LESSON PLAN IS DUE AT THE TIME OF THE OBSERVATION.</p>
Module 4	February 13, 2006	Websites for academic skills due
Module 5	February 27, 2006	<p>Videotaped Observation, Lesson Plan and Self-reflection due NOTE: IT MUST BE POSTMARKED BY DUE DATE</p>
Module 6	March 6, 2006	Websites for social skills due
Module 7	March 13-March 31, 2006	<p>Observation 3 (in-person) begins Lesson plan 3 due at time of Observation NOTE: THE SECOND IN-PERSON OBSERVATION WILL</p>

		BE SCHEDULED BY YOUR INSTRUCTOR BETWEEN MARCH 13 AND MARCH 31, 2006. YOU WILL RECEIVE AN INDIVIDUAL EMAIL REGARDING THE DATE. REMEMBER, YOUR LESSON PLAN IS DUE AT THE TIME OF THE OBSERVATION.
Module 8	APRIL 10, 2006	Project due Local School Observation due
Module 9	April 21, 2006	End of Course Reflection due