SYLLABUS

Practicum in Special Education (Non-student Teaching Section for MEd Candidates Licensed in Non-SPED Areas)

Course Number: SPED 600-02
(6 credits)

Instructor: Dr. Virginia J. Dickens
Phone Number: 910-672-1635
Email Address: v dickens@uncfsu.edu
Semester: Spring 2015
Course Location: Field Experience
Meeting Day & Time: Field Experience
Office Hours: Tuesdays & Thursdays 1230-430 PM
Office Location: Butler 248
[The instructor reserves the right to alter this syllabus as necessary for the benefit of the students and ensuring the students are informed.]

COURSE DESCRIPTION
This is a supervised basic field experience course requiring a concentrated significant teaching experience in an exceptional children’s educational setting with one or more types of Specialty Area students. The purpose of the experience is to acquire practical experience in developing the skills needed to become effective educators of exceptional children. The experience normally requires a 300 clock hour placement in addition to seminars with the instructor. This section of SPED 600 is designed primarily for students in the MEd program taking SPED 600 who already have at least a Standard Professional I teaching license in some area of education besides SPED. The placement may occur in a general education setting, if appropriate to the experience.

IMPORTANT NOTE: Students seeking the MAT in SPED: GC who need traditional student teaching should not use this syllabus, but rather request an alternative syllabus appropriate for MAT student teaching use.

TEXTBOOK

Additional readings as assigned.

Course Policies: The course policies are outlined in the Ethics Agreement available on the Blackboard course site. This agreement must be read, signed and returned to the Blackboard Assignment link before students begin the course assignments.

In addition, this course requires the successful submission and evaluation of the Problem Based Learning Product to Taskstream, the e-portfolio system. For Taskstream access, see the Taskstream folder under the Course Content section in the Blackboard course website menu.

Course Structure: This course is designed to provide a field experience, a seminar experience and an online experience. Activities will consist of reading, discussions, planning documents, research and practical application requirements and web posting.

Blackboard Access: This course content will include online information and resources through a course management system named Blackboard. To access this course site on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITS Helpdesk at (910) 672-2085 and press Option ”7”. Passwords are set to expire regularly. You may also reset a password by logging into the FSU Campus Network. You will need access to either a pc or laptop computer to view instructor feedback, as feedback does not appear appropriately via a tablet, iPad or cell phone.

Course Outline, Assignments, Assignment Schedule and Due Dates: See page 12 and
following of this syllabus. Since this is an online supported course, you must also go to the Blackboard course site for more in depth instructions and assignment descriptions.

School of Education’s Conceptual Framework

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

Conceptual Framework Description

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.
technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

**Themes and Indicators**

<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communication (2)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
<th>Research and Leadership (4)</th>
<th>Respect for Diversity &amp; Individual Worth (5)</th>
<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
<td>Possess in-depth knowledge of the content they plan to teach</td>
<td>Strategically review the school’s vision, mission, and goals in the 21st century.</td>
<td>Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders</td>
<td>Acquire personal technological excellence/proficiency to support professional development and competency</td>
<td>Recognize and understand the diversity of families and the importance of interacting positively with students and their families</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
<td>Demonstrate how to teach the content so that all students can learn</td>
<td>Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions</td>
<td>Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives</td>
<td>Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment</td>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
<td>Use a variety of assessments methods, taking into account the students’ diverse backgrounds and abilities</td>
<td>Advocate for positive change in policy and practice in schools</td>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners</td>
<td>Effectively use technology for reporting purposes, and communicating with parents/guardians of students</td>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement</td>
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<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
<td>Use data assessment outcomes from teaching and learning to align with students’ instructional needs</td>
<td>Assist in determining school budget and professional development</td>
<td>Establish and maintain a positive climate in the learning environment</td>
<td>Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources</td>
<td>Engage parents, guardians, and/or caregivers from diverse backgrounds in their child’s education and in the school culture</td>
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<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
<td>Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention</td>
<td>Maintain high expectations for learners and practice responsive pedagogy</td>
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</table>

<p>| Caring Disposition &amp; Ethical Responsibility (1) | Communicatio n (2) | Knowledgeable &amp; Reflective (3) | Research and Leadership (4) | Respect for Diversity &amp; Individual Worth (5) | Technological Competence &amp; Applications for Student Learning (6) | Working with Families &amp; Communities (7) |
| Develop positive relationships with parents, guardians, and/or caregivers | Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards | Conduct action and other types of research and use results to inform practice | Collaborate with a range of support specialists to meet the diverse needs of all students | | | |</p>
<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communicatio n (2)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
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<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
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<tr>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
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<td>Promote global awareness and the interconnectedness of content area/discipline</td>
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<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness</td>
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LEARNING OUTCOMES AND STANDARDS

Special Education – Initial Learning Outcomes [as measured by field placement and Portfolio activities] (by 5/12/15)

- Candidates will be able to demonstrate their understanding of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. (PBLP; classroom observations)
- Candidates will be able to produce evidence of their knowledge and analysis of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. (PBLP; classroom observations)
- Candidates will be able to exhibit their depth of understanding, research and strategies related to how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community. (PBLP; classroom observations)
- Candidates will be able to create products of learning that show activity and resourcefulness in seeking to understand how primary language, culture, and familial backgrounds interact with an individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. (PBLP; classroom observations)
- Candidates will be able to facilitate learning for their students through a repertoire of evidence-and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs. (PBLP; classroom observations)
- Candidates will be able to lead in their profession by creating learning environments for individuals with exceptional learning needs that foster a school cultural of understanding, safety and emotional well being, positive social interactions, and active engagement of all individuals. (PBLP; classroom observations)
- Candidates will be able to reflect and use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as collaborate with specialist in order to adjust instruction in response to ongoing learning progress. (PBLP; classroom observations)

Special Education – Advanced Learning Outcomes [as measured by field placement and PBLP activities] (by 5/12/15)

- Special educators at the advanced level will be able to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership in public schools and in the profession. (PBLP; classroom observations)
- Special educators at the advanced level will be able to advocate and apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs and services. (PBLP;
Special educators at the advanced level will be able to discuss, in depth, models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. (PBLP; classroom observations)

Special educators at the advanced level will be able to design and implement research activities to evaluate the effectiveness of instructional practices, information and assistive technology, and to assess progress toward the organizational vision, mission, and goals in public schools as well as in the profession. (PBLP; classroom observations)

Special educators at the advanced level will be able to reflect and demonstrate a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. (PBLP; classroom observations)

Special educators at the advanced level will be able to plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice in public schools and in the profession. (PBLP; classroom observations)

### NC DPI PROFESSIONAL TEACHING STANDARDS (by 5/12/15)

<table>
<thead>
<tr>
<th>Standards Used in Course</th>
<th>NC Core Standards</th>
<th>CEC Common Core Standards; NCATE Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Teachers demonstrate leadership.</td>
<td># 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities Seminars</td>
</tr>
<tr>
<td>X</td>
<td>2. Teachers establish a respectful environment for a diverse population of students.</td>
<td># 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities PBLP</td>
</tr>
<tr>
<td>X</td>
<td>3. Teachers know the content they teach.</td>
<td># 3 Individual Learning Differences # 4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities PBLP</td>
</tr>
<tr>
<td>X</td>
<td>4. Teachers facilitate learning for their students.</td>
<td># 6 Communications # 1 Foundations; # 1 Knowledge, Skills, Dispositions; # 4 Diversity</td>
<td>Field Placement Activities PBLP</td>
</tr>
<tr>
<td>X</td>
<td>5. Teachers reflect on their practice.</td>
<td># 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions</td>
<td>Field Placement Activities PBLP Seminars</td>
</tr>
</tbody>
</table>

### SPECIAL EDUCATION: GENERAL CURRICULUM (by 5/12/15)

**Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services. (PBLP; classroom observations)

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.
- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum**

**teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning. (PBLP; classroom observations)**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students’ reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary, and comprehension.
- Assess students’ written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency, and written expression.
- Assess students’ mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic, and geometric equation and proportional reasoning).
- Use age-appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum**

**teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students. (PBLP; classroom observations)**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum**

**teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics. (PBLP; classroom observations)**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language, and math that are systemic, explicit, and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic.
and geometric application and proportional reasoning).

- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

**Standard 5: Special Education: General Curriculum**

Teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence. (PBLP; classroom observations)

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum**

Teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students. (PBLP; classroom observations)

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related/adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

**GRADUATE STANDARDS (by 5/12/15)**

**Standard 1: Teacher Leadership** (PBLP; classroom observations)

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. [CEC Standards: # 6 Communications; # 9 Professional and Ethical Practice; # 10 Collaboration; NCATE Standards: # 1 Knowledge, Skills, Dispositions]

Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

**Standard 2: Respectful Educational Environments** (PBLP; classroom observations)

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective
strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. [CEC Standards: # 2 Development and Characteristics of Learners; #3 Individual Learning Differences; #4 Instructional Strategies; #7 Instructional Planning; #8 Assessment; #9 Professional and Ethical Practice; NCATE Standards: #1 Knowledge, Skills, Dispositions; #4 Diversity]

<table>
<thead>
<tr>
<th>Teacher leaders:</th>
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<tbody>
<tr>
<td>• Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.</td>
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<tr>
<td>• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.</td>
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<tr>
<td>• Facilitate and model caring and respectful treatment of individuals within the learning community.</td>
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<tr>
<td>• Demonstrate knowledge and understanding of diverse world cultures and global issues.</td>
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<tr>
<td>• Encourage high expectations for all students.</td>
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<tr>
<td>• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.</td>
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</table>

**Standard 3: Content and Curriculum Expertise (PBLP; classroom observations)**

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. [CEC Standards: #1 Foundations; #4 Instructional Strategies; #7 Instructional Planning; NCATE Standards: #1 Knowledge, Skills, Dispositions]

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.</td>
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<tr>
<td>• Model the integration of 21st century content and skills into educational practices.</td>
</tr>
<tr>
<td>• Develop relevant, rigorous curriculum.</td>
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</tbody>
</table>

**Standard 4: Student Learning (PBLP; classroom observations)**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. [CEC Standards: #2 Development and Characteristics of Learners; #3 Individual Learning Differences; #4 Instructional Strategies; #7 Instructional Planning; #8 Assessment; NCATE Standards: #1 Knowledge, Skills, Dispositions; #4 Diversity]

<table>
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<tbody>
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<td>• Seek out and use existing research to inform school practices.</td>
</tr>
<tr>
<td>• Design action research to investigate and improve student learning and school policies and practices.</td>
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<tr>
<td>• Model technology integration that supports student learning.</td>
</tr>
<tr>
<td>• Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.</td>
</tr>
</tbody>
</table>

**Standard 5: Reflection (PBLP; classroom observations)**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. [CEC Standards: #9 Professional and Ethical Practice; NCATE Standards: #1 Knowledge, Skills, Dispositions]

<table>
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<tbody>
<tr>
<td>• Promote an educational culture that values reflective practice.</td>
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<tr>
<td>• Model the development of meaningful professional goals.</td>
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<tr>
<td>• Model personal and professional reflection to extend student learning and school improvement.</td>
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**SPED: MEd PROGRAM CEC Professional Standards (2010)**

**Level:** Initial Knowledge and Skill Sets Learning Disabilities/Emotional/Behavioral Disabilities/Develop. Disabilities (by 5/12/15)**
Students must be familiar with the NC Common Core and Essential Standards Curriculum (available from http://www.ncpublicschools.org/acre/standards/; see also Support Tools links for both areas)

**COURSE OUTLINE**

Course begins January 13; Course ends May 2, 2015

**Dates of Required On Campus Seminars:**

Seminar 1-Tuesday, January 13--Butler 235 500-630  
Seminar 2-Tuesday, January 27--Butler 235 430-630  
Seminar 3-Tuesday, February 17--Butler 235 450-630  
Seminar 4-Tuesday, March 3--Butler 235 430-630  
Seminar 5-Tuesday, April 7--Butler 235 430-630  
Seminar 6-Tuesday, April 21--(if needed)--Butler 235 430-630

**Assignment Due Dates:** (See Assignment Grid below)  
(Due dates mean the assignments are due to the assignment links in Blackboard and/or other designated sites on the dates given. Due dates constitute serious commitments. If you are consistently unable to meet due dates, you need to re-consider your enrollment in the course.)

**Assignment Due Date Grid**

<table>
<thead>
<tr>
<th>√</th>
<th>Due Date(s)*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Assignment due dates also available on Blackboard course site</td>
<td>[Field experience site visits by instructor will be scheduled directly with individual students.]</td>
</tr>
<tr>
<td></td>
<td>Jan 13</td>
<td>Personal Information Sheet, Disclosure Form and Ethics Agreement due to instructor at initial seminar on Jan 13</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>Jan 27</td>
<td>Problem Based Learning Product (PBLP) Proposal due to Blackboard Assignment link</td>
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<tr>
<td>Jan 27</td>
<td>Site Supervisor Agreement Form due to the designated Blackboard Assignment link in the Course Information section of the course)</td>
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<tr>
<td>Jan 27</td>
<td>Draft Proposals for SPED Processes/Procedures Project due to Blackboard Assignment link</td>
<td></td>
</tr>
<tr>
<td>February 14</td>
<td>Draft PBLP Written Report: Introduction through Review of Literature due to Blackboard assignment link and Turnitin link through Blackboard site. [Turnitin will yield an Originality report to you and to me showing whether your paper was copied in part or whole from other sources. <strong>Do not copy.</strong>]</td>
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<tr>
<td>February 28</td>
<td>Draft PBLP Written Report: Introduction through References <strong>plus</strong> Reflection template due to Blackboard Assignment link for review*</td>
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<tr>
<td>March 15</td>
<td>SPED Processes &amp; Procedures Project due Blackboard Assignment Link (<em>will become part of your PBLP web pages 1 &amp; 3</em>)</td>
<td></td>
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<tr>
<td>April 4</td>
<td>PBLP Web Folio Final Product (all sections) due to Taskstream for Evaluation (per Taskstream instructions in Blackboard&gt;Assignments)-- <strong>no initial submissions after this date please</strong></td>
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<tr>
<td>April 18</td>
<td>Technology Integration Analysis due to Blackboard Assignment link</td>
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<tr>
<td>April 25</td>
<td>Revisions to PBLP due on Taskstream for Final Evaluation- <strong>no submissions after this date please</strong></td>
<td></td>
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<tr>
<td>April 25-May 11</td>
<td>Instructor completes and submits final grade</td>
<td></td>
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**COURSE REQUIREMENTS** (for non-student teaching version for MEd students having licensure in non-SPED area)

**Field Placement & Seminars**

Requirements:
1. Students are expected to complete a 300 hour supervised field placement in a setting related to inclusion of mild to moderate students with disabilities.

2. Students are expected to attend a series of required seminars and engage in seminar activities as assigned. These required activities include:
   a. Dispositions Self-Assessment/Reflection
   b. Technology Integration Analysis
   c. Instructor and Site Supervisor Evaluations

The completed products from these activities will become part of the Additional Supporting Documentation section of the Problem Based
Learning Product, described below. Instructions are provided in the Blackboard course site.

**Problem Based Learning Product Requirements:**

1. Students are expected to complete all components of the Problem Based Learning Product (PBLP), which consists of the following:
   a. PBLP Written Report (with Artifacts)
   b. PBLP Reflection Template
   c. Additional Supporting Documentation (including the Dispositions Self-Analysis/Reflection, Technology Integration Analysis, Instructor/Site Supervisor Evaluations and other documentation of having met Specialty Area Standards/Indicators on Reflection Template—(in web page 1—the Reflection Template and web page 3—the Additional Supporting Documentation section to document competence in specific Graduate Standards/Indicators in the Reflection Template).

   The PBLP will ultimately be submitted to Taskstream for evaluation.

**SPED Processes/Procedures Project Requirements:**

1. Students are expected to complete all components of a SPED Processes and Procedures Project, which will include content related to identifying and serving students with disabilities. This project will become part of the Problem Based Learning Product, described above, (noted in web page 1—Reflection Template and attached to web page 3—Additional Supporting Documentation).

   Additional information related to the Processes/Procedures Project is located on the Blackboard course site for SPED 600.

**EVALUATION**

A. Performance in Field Placement & Seminars in accordance with course guidelines/scoring rubrics = 200 points (as measured by performance observations and rubrics)

B. Performance in Problem Based Learning Product, including SPED Processes/Procedures Project, in accordance with course guidelines/scoring rubrics = 1000 points (as measured by use of product scoring rubrics)
C. Total points = 1200

Final Grades will be assigned according to the FSU catalog grading guidelines and grading policy. [Final grades are assigned as follows: A= 92-100% of points, B= 83-91% of points, C= 74-82% of points; F=Below 74% of points.]

Because the Problem Based Learning Project (PBLP) is an MEd program evaluation Evidence, students not receiving a level of Proficient on the Project will not receive a passing grade in the course.

Do not plan to submit assignments late. Assignment due dates are not optional. Incomplete grades are not issued in this course except in cases of verifiable emergencies occurring near the end of the course. Students who otherwise discover their inability to complete course assignments should withdraw by the University deadlines.

General Instructions

- This is a graduate course. It is expected that you can write using Standard English grammar and will proofread your work carefully before submitting it. If you cannot, you need to submit all work prior to the due dates to the Smarthinking resource available through Blackboard and revise according to feedback provided.
- Seminars will be scheduled individually with SPED 600 students at least monthly.
- Assignments will be submitted through 3 venues as instructed: Blackboard for review/revision; Turnitin for originality report; Taskstream for Initial and Final Evaluations. Instructions will be provided about submitting materials to Taskstream.
- Nothing goes on Taskstream for Final Evaluation that has not been reviewed/revised, if necessary.
- Look/plan ahead for assignment due dates. Complete work in advance so you will be ready for unexpected occurrences.
- Follow the Timelines/designated methods of submission to ensure materials are reviewed/revised in a timely way. Ask if you are not sure.
- Please do not submit any materials that have not been proofread carefully and edited for typos, spelling errors and grammatical errors. This is a graduate course—writing counts.
- It is expected that you will study and use APA format (6th ed.) for citing and referencing all sources, according to the resources provided.

Further instructions will be provided about where to submit assignments on Blackboard and Taskstream.

NOTES—Very Important

- Nothing should be submitted to Taskstream until approved for submission by the course instructor. All assignments should be initially submitted to the Assignment links in Blackboard for review and feedback by the instructor and for revision by the student.
INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  

Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on a regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Class Attendance
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.
C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class**
Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdraw from the University**
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disabled Student Services**
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**FSU Policy on Electronic Mail**
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Inclement Weather**
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.  
Enter your Banner ID.  
Enter your cell phone number, then enter it again to verify.  
Click Submit.

**REFERENCES** (Suggested Readings, Internet and/or Multi-media Resources)

Texts
Shea & Bauer. (2012). Behavior Management: 
*A Practical Approach for Educators, 10/E.* Merrill.


**Professional Journals**

*TEACHING Exceptional Children: CEC*

*Intervention in School and Clinic: PRO-ED*

Students are expected to make efficient use of professional publications in the field of their particular licensure, such as:

*Journal of Learning Disabilities*

*Journal of Special Education*

*Learning Disabilities Quarterly*

*Academic Therapy*

*Exceptional Children*

*American Journal of Mental Deficiency*

*Behavioral Disorders*