



FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

**1. LOCATOR INFORMATION**

Semester: Fall 2009

Course: SPED 470 - Student Teaching in Exceptional Education (3-6 sh)

[\*Modified for Concentration in Special Education Experience—not to constitute initial Student Teaching in SPED]

Time Class Meets: TBA (Field Experience)

Room/Bldg.: TBA

Instructor: Mrs. Mia Smith

Office Location: 242 Butler Phone: 910-672-1183

E-mail [mdcavalier@uncfsu.edu](mailto:mdcavalier@uncfsu.edu)

Hours: TBA, by appointment

**2. 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 10-week, six semester hour, full-time commitment (350 clock hours) in addition to seminars with the instructor.

[Students already certified in exceptional children may take a three semester hour field experience of 150 contact hours. **\*Students taking SPED 470 for a concentration in SPED seeking initial licensure in ELEM, MIDDLE GRADES, etc. may complete a 300 contact hour experience.**]

3. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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>

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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 (1<sup>st</sup> Floor); 910 672 – 1203.

5. TEXTBOOK

Rosenberg, M. S. et al., (2005) *Student teacher to master teacher*. New Saddle River, NJ: Prentice Hall.

Additional readings as assigned.

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

**5. STANDARDS**

**CORE STANDARDS**

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

### SPECIAL EDUCATION:GC STANDARDS

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

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.**

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.**

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.**

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.
<ul style="list-style-type: none"> <li>• Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).</li> </ul>
<ul style="list-style-type: none"> <li>• 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).</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and provide instruction in the essential components of written language instruction (composition and conventions).</li> </ul>

**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.**

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.
<ul style="list-style-type: none"> <li>• Know how to establish rules and procedures that convey behavioral expectations.</li> <li>• Demonstrate how to teach social skills using explicit and systematic instruction.</li> <li>• Demonstrate competency to conduct and analyze a functional behavior assessment.</li> <li>• Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.</li> <li>• Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.</li> </ul>

**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.**

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.
<ul style="list-style-type: none"> <li>• Demonstrate effective communication strategies</li> <li>• Establish effective interagency collaboration with adult service providers</li> <li>• Model evidence based variations of co-teaching</li> <li>• Collaborate and consult with interpreters, transliterators and other related / adult service providers.</li> <li>• Maintain confidentiality</li> </ul>

- Provide effective paraeducator supervision

## 6. GENERAL REQUIREMENTS—Modified for Concentration Students

**Field Placement Experience with SPED 470 Best Practices Portfolio** —Students are expected to complete a site placement field experience in Special Education (300 contact hours) in a disability area or inclusion setting, to observe, and to assume planning/teaching responsibility for one or more groups of students for a portion of the experience, as specified by the nature of the field experience under the guidance of the University instructor and site supervisor. [**\*This does not constitute Student Teaching in Special Education for initial licensure purposes.**]

Students are expected to complete a SPED 470 Best Practices Portfolio to include content developed through the following field based activities designed to demonstrate acquisition of basic special education and technology skills.

Students are expected to attend scheduled seminars related to field experience activities and content.

**For each activity below, students will develop/design one or More SPED 470 Best Practices Portfolio entries to demonstrate and verify that they fulfilled the objective (according to the SPED 470 Best Practices Portfolio Guidelines document located on the SPED Field Experiences Blackboard site (Course Documents in the SPED 470 folder):**

### **Course Activities:**

1. Demonstrate leadership skills within your field experience (classroom, school, profession)
  - a. Describe your field experience setting/student population/general schedule, etc.
  - b. Demonstrate knowledge of the Special Education process by completing and reporting on the following activities:

Referral – Investigate the Special Education Referral process

Review the referral process in the site school with the site supervisor

Participate in at least one Teacher Assistance Team (TAT) or referral related professional meeting.

Identification - Investigate the Special Education identification process.

Review the assessment process for at least one student at the site school.

Review the assessments used in the identification process.

Placement – Investigate the Special Education placement process.

Observe at least one IEP meeting involving placement.

Observe at least one parent conference related to placement.

Programming – Investigate the IEP program development/implementation process.

Observe the administration of criterion referenced, curriculum based or informal tests and their interpretation for planning purposes.

Review at least two IEP's

Program Monitoring - Investigate the program monitoring process.

Participate in data interpretation of data collected during teaching process.

Participate in making program modifications based on data collected.

2. Help establish and maintain a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families

- a. Report on the specific techniques used in your placement setting for establishing and maintaining a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families
- b. Attend at least one parent conference and report on the proceedings and outcomes (no real names)

3. Demonstrate knowledge of your teaching content (including how it is cohesive and interconnects with the NC Standard Course of Study) and how to make content relevant to students

- a. Develop or assist in development of at least one IEP
- b. Develop 1 unit plan with at least 3 lesson plans for academic/social-emotional/behavioral areas such as: Reading, Spelling, Writing, Language Arts, Study skills, Content Areas, Career-Vocational Education, Affective Education, Behavior Skills, etc. Be sure to include at least activity for developing thinking/problem-solving skills—also known as learning strategies or learning how to learn skills in the lesson plans.
- c. Implement at least one to two lesson plans (above) to an individual or group. Assess student performance and reflect in writing on the implementation, outcomes and your teaching performance.
- d. Participate in and report on any additional teaching-learning activities as assigned by your site supervisor.

4. Demonstrate ways to facilitate learning for your students (including knowledge of your students' characteristics, use of assessments and data outcomes to drive instruction, use of appropriate teaching and communication methods, integration of technology, development of thinking/problem solving skills, and use of student teams)

- a. Develop/select, use and interpret a curriculum based or other informal assessment and data collection system to accompany lesson plans and implementation specified above
- b. Collect, display and report on how your field placement activities affected a particular student or group of students (show charts, graphs, etc. using no personally identifiable information)
- b. Plan and implement at least one technique for developing thinking/problem-solving skills in your setting (learning strategies, etc.) and report on the implementation
- c. Report on the use of technology integrated into the curriculum in your placement; comment on effectiveness

- d. Report on use of student teams (grouping) in your placement; comment on effectiveness
5. Reflect on your field experience (through analysis of student learning, professional development and use of research based best practices)
- a. Reflect on how your experiences impacted you in the present and how your field experience activities will influence your future teaching
  - b. Read the course text (all chapters). Pick out your favorite 3 chapters and provide a 2-3 page summary of the contents and reflect on how the information may help you in your future teaching situation
  - c. Reflect on the Site Supervisor's Evaluation of your experience and the Instructor's Evaluation

## **7. EVALUATION CRITERIA**

- A. Completion of Field Placement & Seminars – To be evaluated by instructor observations and site supervisor evaluation (300 points) = 50% of Final Grade
- B. Completion/Presentation of SPED 470 Best Practices Portfolio (to be evaluated with Scoring Rubric (300 points) = 50% of Final Grade

Total Points=600

Final Grades will be assigned according to the FSU catalog grading guidelines [Final grades are assigned as follows: A= 92-100% of points, B= 84-91% of points, C= 76-83% of points; F=Below 76% of points]  
See new grading policy at end of syllabus

## **8. COURSE OUTLINE (with Assignment Schedule)**

Field Placement- Begin as soon as placement approved. End when 300 hours accumulated—on or before last day of classes for semester

Monthly Seminars-As scheduled

Portfolio Completion-

The Portfolio is to be submitted the last regular day of classes for the semester or as scheduled by the instructor according to the SPED 470 Timeline in the Blackboard course folder.

## 9. TEACHING STRATEGIES

This field experience course will involve: completion of a supervised field experience, readings of text and other assigned materials, on campus seminars for student-instructor interaction, completion and presentation of a student portfolio.

## 10. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

### Texts

Bitter, G., & Pierson, M. (2002). *Using technology in the classroom*. Boston: Allyn and Bacon.

Bos, C.S., & Vaughn, S. (2005). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Bursuck, W., & Friend, M. (2004). *Including students with special needs*. Boston: Allyn and Bacon.

Newby, T.J. et al. (2005). *Instructional technology for teaching and learning*. Upper Saddle River, NJ: Merrill.

Orlich, D.C. et al.(2001). *Teaching strategies to guide better instruction*. Boston: Houghton Mifflin.

Polloway, E.A.,Patton, J.R., & Serna, L.(2004). *Strategies for teaching learners with special needs*. New York: Merrill.

Salend, S. (2005). *Creating inclusive classrooms*. Upper Saddle River, NJ: Allyn and Bacon.

Wood, J.W., (2002). *Adapting instruction to accommodate students in inclusive settings*.Upper Saddle River, NJ: 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*

Online Resources on Research Validated Teaching Methods

Access to the General Curriculum for Students with Disabilities: A Brief Legal Interpretation (Karger, J. & Hitchcock, C.) Click here to read: <http://http://www.cast.org/ncac/index.cfm?i=4672>

Three Steps for Gaining Access to the General Education Curriculum for Learners with Disabilities (Margaret E. King-Sears) Click here to read:  
<http://www.powerof2.org/cgiwrap/powerof2/feature/index.php?id=166>

Accessing the General Curriculum: Including Students with Disabilities in Standards- Based Reform (McLaughlin, M.J., & Nolet, V.) Click here to read:  
[http://http://www.ncset.org/teleconferences/transcripts/2001\\_11.asp](http://http://www.ncset.org/teleconferences/transcripts/2001_11.asp)

Accessing the General Curriculum (ppt) Click here to read:  
<http://http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>  
<http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>  
Bright Futures for Exceptional Learners: Action Agenda to Achieve Quality Conditions for Teaching and Learning (CEC) Click here to read: [http://http://www.cec.sped.org/spotlight/cond/bf\\_findings.html](http://http://www.cec.sped.org/spotlight/cond/bf_findings.html)

Effective Practices: An Integration of Meta Analyses  
<http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/>

Accessing the General Curriculum: Instructional Strategies on the Internet (Western Regional Resource Center) <http://interact.uoregon.edu/wrrc/InstStrat.htm> [This site provides you with links "to a number of Web sites that provide useful information about instructional strategies for accessing the general curriculum." A particularly useful link is listed below:

Strategies to Improve Access to the General Education Curriculum, Access Tool: Research -Supported Strategies Chart (The Access Center)  
<http://www.k8accesscenter.org/pdf/normal4.pdf> see esp.  
<http://www.k8accesscenter.org/documents/RESEARCHSUPPORTEDSTRATEGIESCHART.pdf>

Current Practice Alerts, Teaching LD  
[http://www.teachingld.org/ld\\_resources/alerts/](http://www.teachingld.org/ld_resources/alerts/)

Instructional Strategies List  
[http://coe.jmu.edu/mathvidsr/inst\\_strat/lists.htm#Organization](http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Organization)

Jackson, R., Harper, K., & Jackson, J. Effective Teaching Practices and the Barriers Affecting their Use in Accessing the Curriculum: A Review of Recent Literature  
<http://www.cast.org/ncac/reports/tpractice1.pdf>

Special Education Effective Practices: Links to Other Effective Practice Sites (VESID)  
<http://www.vesid.nysed.gov/specialed/effective/effecdetail.html#lin>

Improving Education: The Promise of Inclusive Schooling (National Institute for Urban School Improvement)  
<http://www.inclusiveschools.org/Inclbook.htm>

Special Education Inclusion (On WEAC)  
<http://www.weac.org/resource/june96/speced.htm>

Intervention Techniques (Office of Special Education, UVA)  
<http://curry.edschool.virginia.edu/sped/projects/ose/information/interventions.html>

Ideas that Work (ERIC)  
<http://ericec.org/osep-sp.html>

New Horizons for Learning  
<http://www.newhorizons.org/>

David H. Allsopp, D.H., Ingram, R., & Kyger, M. Instructional Strategies List, Math VIDS (Video Instructional Development Source, JMU) [http://coe.jmu.edu/mathvidsr/inst\\_strat/lists.htm#Conceptual](http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Conceptual)  
(Has instructional sheets and links to video clips of best practices)

28 Takes on 21<sup>st</sup> Century Literacy Instruction  
[http://learnweb.harvard.edu/2821/w2000\\_2.cfm](http://learnweb.harvard.edu/2821/w2000_2.cfm)

Anderson, Ed. Education that Works: The Child is Always Right (6 part article)  
<http://www.behavior.org/> (Then search for Ed Anderson)

Useful Links on Teaching  
<http://www3.niu.edu/facdev/teaching/teachlinks.htm#Disabilities>

EdGate Special Education and Gifted Center  
[http://www.edgateteam.net/sped\\_gifted/indexsped.htm](http://www.edgateteam.net/sped_gifted/indexsped.htm)

Blackie, G.B. Classroom Climate.  
[http://www.qsi.org/YEM/Pages/Sch\\_Publications/Staff\\_articles/Classroom\\_climate/Classroom\\_climate.htm](http://www.qsi.org/YEM/Pages/Sch_Publications/Staff_articles/Classroom_climate/Classroom_climate.htm)

Garnett, K. Thinking about Inclusion and Learning Disabilities: A Teacher's Guide (DLD)  
[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/dld\\_ecologies.html](http://www.ldonline.org/ld_indepth/teaching_techniques/dld_ecologies.html)

Educational Planning  
<http://members.aol.com/BevKPrice/HTML/web10.html>

Creating a Climate for Learning: Effective Classroom Management Techniques  
[http://www.education-world.com/a\\_curr/curr155.shtml](http://www.education-world.com/a_curr/curr155.shtml)