

CSD 700: Professional Issues & Portfolio Development

Spring Semester 2017
8 a.m.-4 p.m. room 317 CPS
March 10 and May 19, 2015

Instructor: Sondra Reynolds, M.S., CCC-SLP and any liaisons available

Office 36 CPS, Telephone: 346-4816

Email: sreynold@uwsp.edu

Course Description:

Discussion of educational organization, legal mandates, certification/licensure, current professional issues, local and state politics and policies.

This course is designed to fulfill Wisconsin's Department of Public Instruction (DPI) licensing requirements for speech/language pathologists. The purpose of this course is to familiarize students with the politics and ethical issues associated with public school employment.

Course Objectives:

The graduate students in speech-language pathology will develop increased knowledge of the following:

1. The organization and politics of public schools
2. Current professional issues of interest to the speech language pathologist and in the public schools: teacher rights, liability vs. negligence, school funding, politics: school board, media, Department of Public Instruction, privatization and history of unions
3. Portfolio review and development

ASHA Standards:

This course contributes to the development of *Skills and Knowledges* as specified by ASHA, for acquiring clinical competence in speech-language pathology and audiology (**see Standards & Implementation for Clinical Competence in Speech-Language Pathology**). The skills and knowledges are acquired across a continuum, with increasing levels of independence, consistency, and problem-solving expected over time. Carefully read the standards and levels of competency which apply to you this semester. Take responsibility for documenting experiences that provide evidence of skills.

1. To develop knowledge about standards of ethical conduct (*ASHA Speech/Language Stan. III-E & Stan. IV-G-3d*)
2. To develop knowledge about contemporary professional issues, laws, regulations, and policies in educational settings (*ASHA Speech/Language Stan. III-G*)
3. To gain knowledge about certification, licensure, and other relevant professional credentials (*ASHA Speech/Language Stan. III*)

Wisconsin Department of Public Instruction PI - 34 Content Standards:

This course satisfies the knowledge and/or skills corresponding to the following Wisconsin Department of Public Instruction PI-34 Content Standards:

1. *Critical thinking, problem solving, flexibility, and collaboration (Standard 6 A,B,C,E)*
2. *State and federal laws to include general and special education (Standard 7A)*
3. *State and federal laws to include Wisconsin model academic standards and how these standards serve as the foundation for programming decisions for students with disabilities (Standard 7B)*
4. *Development of collaborative relationships using a variety of resources (Standard 9 A,B,D,F,G)*

Wisconsin Department of Public Instruction PI - 34 Teacher Standards:

Standard #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out; opportunities to grow professionally.

Knowledge

- * The teacher understand methods of inquiry that provide him/her with a variety of self assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interaction between them.
- * The teacher understands critical frameworks for reflecting on teaching practice (e.g. frameworks from social, cultural, and philosophical foundations of education).
- * The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

- * The teacher values critical thinking and self-directed learning habits of mind
- * The teacher is committed to reflection, assessment, and learning as an ongoing process.
- * The teacher is willing to give and receive help.
- * The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- * The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

- *The teacher articulates and defines a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district.
- * The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as basis for reflecting on and revising practice.
- * The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- * The teachers draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Standards #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

- * The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- * The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.
- * The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

- * The teacher values and appreciates the importance of all aspects of a child's experience.
- * The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- * The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- * The teacher respects the privacy of students and confidentiality of information.
- * The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

- * The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- * The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of

other classes and activities within the schools, and professionals in other community agencies.

* The teacher can identify and use community resources to foster student learning.

* The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.

* The teachers acts and an advocate for students.

Classroom/Exam Accommodations:

Reasonable accommodations are available for students who have a documented disability. Please notify Mrs. Reynolds during the first week of classes of any needs based on a disability that may require a reasonable modification in order for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center.

Instructors will also accommodate religious beliefs according to UWS 22.03. Please notify me within the first three weeks of the semester regarding specific dates that you will need to change course requirements.

Academic Misconduct:

Students are expected to demonstrate ethical behavior within this class. Academic misconduct guidelines will be strictly upheld, which state that all instructors shall report to the committee on Academic Misconduct all instances of what they believe to be academic misconduct. Students are responsible for the honest completion and representation of their work. Please make an appointment to ask for help and clarification when needed.

Submission of work taken directly from another source will be considered plagiarism and grounds for no credit on the assignment. See the current APA guides for correct methods to cite other authors' work. Students who do not adhere to the standards of academic honesty will face consequences which may include a failing grade and/or suspension or dismissal from UWSP.

Course Requirements:

Students are expected to attend and participate in the three classes for the semester.

Because this is a pass/fail class attendance is required either in person or via electronic media.

Course Grading:

The student's overall course grade will be pass/fail. The passing of the class includes the following requirements:

Attendance & Active Class Participation
Portfolio completion
Portfolio presentation

TENTATIVE COURSE TIME GUIDELINE:

(topics and assignments are subject to change as needed)

DATE	DAY OF WEEK	TOPIC
March 10	Fri	Welcome Self-Reflection Technology Sharing/Apps Licensing Issues Portfolio Work
May 19	Fri	Portfolio Presentation

You will be scheduled to present a 15 summary of your portfolio and extern experiences