

EDUCATION 397, SECTION 1: THE COMPETENT SPECIAL EDUCATOR:
COURSE CONTENT INTO PRACTICE
3 credits

University of Wisconsin – Stevens Point
Spring 2019

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Lecture: Mondays/Wednesdays, 8:00am-9:15am, CPS 228
Prerequisite: Educ 351/551 or Instructor Consent and Admission to Professional Education

I.Purpose and Description of Course: Education 397 students will engage in activities to connect content from other special education courses into comprehensive special education practice. Students will review the administration, scoring, and interpretation of tools used in individualized assessment. They will use information from an IEP meeting to develop a full annual IEP. In addition, students will develop skills in conducting IEP meetings. Students will also participate in activities and assignments to further their skills in the instructional process culminating in a comprehensive learning map for one specific skill for one specific student. All written work and oral communication in Education 397 fits the backbone of the special education profession.

II.Communication in the Major: This class is a Communication in the Major (CM) course. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. This course complies with and fulfills all School of Education guidelines for CM courses.

III.Required Textbooks:

Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). *A survival guide for new special educators*. San Francisco: Jossey-Bass.

IV.Required Readings: Required readings that supplement the textbook will be posted on Canvas. Students are expected to read all required readings prior to the respective class. Activities in class will be based in part on the required reading.

V.Course Objectives: The objectives of this course follow the InTASC Model Core Standards as defined by the Department of Public Instruction and the Council for Exceptional Children Content Guidelines.

InTASC Model Core Teaching Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

- 1a. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needed in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1b. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

- 1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

Critical Dispositions

- 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1i. The teacher is committed to using learners' strengths as a basis for growth, and their misconception as opportunities for learning.
- 1k. The teacher values the input and contributions of families, colleagues, and other professionals in understands and supporting each learner's development.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and need and create opportunities for students to demonstrate their learning different ways.

2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rate growth, take demands, communication, assessment, and response modes) for individual students with particular learning differences of needs.

2c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.

2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

2k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.

2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2n. The teacher makes learners feel valued and helps them learn to value each other.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.

6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.

6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.

Essential Knowledge

6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6o. The teacher know when and how to evaluate and report learner progress against standards.

6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Critical Dispositions

6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.

6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7f. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7g. The teacher understands content and content standards and how these are organized in the curriculum.

7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7l. The teacher knows when and how to adjust plans based on assessment information and learner responses.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

Essential Knowledge

9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Critical Dispositions

9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10a. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning .

10b. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10e. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10f. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10h. The teacher uses and generates meaningful research on education issues and policies.

Essential Knowledge

10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

10r. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

Council for Exceptional Children Content Guidelines

- Philosophical, historical and legal foundations of special education including:
 - The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline).
 - Current educational terminology and definitions relevant to students who would benefit from an independent curriculum, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
 - The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and schooling.
 - The issues related to definitions and identification procedures for student with disabilities including those from culturally and or linguistically diverse backgrounds
 - The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

- The characteristics of learners including:
 - The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of all students with disabilities.
 - The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and

lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.

- The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- Assessment, diagnosis and evaluation including:
- The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.
 - The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.
 - The terminology used in the administration of tests and other evaluation materials.
 - The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews).
 - A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
 - The accurate development and maintenance of student evaluation records (e.g., summary of findings).
- Instructional content and practice including:
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
 - Generalization and maintenance of skills across learning environments.
 - Cultural perspectives related to effective instruction for students with disabilities.
 - Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.
 - The development and implementation of transition planning.
 - The development and revision of appropriate individualized education programs.
- Managing Student Behavior and Social Skills/Interactions including:
- Theories of behavior as they relate to students with disabilities
 - Planning, implementing and evaluation group and individual behavior management strategies, that include:
 - Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
 - Data collection.
 - Defining target behaviors.

- Teaching replacement behaviors..
- Communication and collaborative partnerships including:
 - Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment.
 - Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.
 - The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.
 - The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns.
- Professional and ethical practices including:
 - Personal and cultural biases and differences that affect one’s teaching and interactions with others.
 - The importance of the teacher serving as a role model and advocate for students.
 - The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.
 - Positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

VI.Americans with Disabilities Act

- a. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- b. If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- c. If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP’s policies, visit: <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

VII.Special Notes

- a. Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- b. EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.
- c. UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of resources for all students and instructors. UWSP provides resources about [academic](#), [behavioral](#), and [conduct](#) concerns.

VIII. Academic Integrity

- a. As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- b. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the [UWSP "Student Academic Disciplinary Procedures," Chapter 14](#).
- c. UWSP Academic Honesty Policy & Procedures
 Student Academic Disciplinary Procedures
 UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
 UWSP 14.03 Academic misconduct subject to disciplinary action.
 - (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
 - (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to

the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

IX. Religious Accommodations

- a. Relief from any academic requirement due to religious beliefs will be accommodated according to the [UWSP Religious Beliefs Accommodations Policy](#).

X. Late Work Policy:

- a. Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Late assignments will not be accepted without prior arrangements and will receive a score of a zero. Email me before an assignment is due if you need an extension on an assignment.

XI. Course Expectations: All students should

- a. Complete the assigned readings before participating in the activities corresponding to the chapters.
- b. Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.) Laptops/technology devices are allowed for taking notes and participating in class activities only. I will deduct points for use of cell phones, texting, talking, sleeping, and leaving early, etc. Be always mindful of the UW-Stevens Point Professional Education Program Teacher Candidate Dispositions.
- c. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- d. Conduct yourself as a professional educator should conduct him/herself.
- e. Use “people first” language in all interactions.
- f. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- g. Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- h. Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- i. Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- j. All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.

- k. Make an appointment to discuss questions regarding grades/other concerns with me privately.
- l. Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- m. Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

XII. Assignments:

Course requirements are designed to help you foster proficiencies for successful teaching.

1. Attendance and Participation

- a. The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course should also strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside of class is strongly encouraged.
- b. You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation, and professional demeanor.
- c. **You are allowed two absences without penalty.** For every third absence (“excused” or “unexcused”-I do not differentiate between the two), students’ final grade will be lowered 5% (for example, 95% to 90% for 2 absences; 95% to 85% for 4 absences). Active participation in class and group activities is an important part of the learning process and development of educational professionalism. You are expected to read the assigned material before each class: you will frequently be asked to discuss reading material and complete formative activities.
- d. Email me if you will be missing a class. If you leave class early or arrive late, you may lose points. Please communicate with me if you have continued extenuating circumstances.

2. Various Content-Related Assignments

- a. **Dispositions Self-Assessment:** Complete a self-assessment of your current skills (at the beginning and end of the semester) compared to the UWSP Professional Education Program Teacher Candidate Dispositions document and upload to the Dropbox.
- b. **DPI Website Exploration:** Investigate Wisconsin Department of Public Instruction Special Education websites and upload the assignment to the Dropbox.
- c. **Reading Instruction Observation:** Complete an observation during your practicum and reflect on the teaching-learning experience with respect to supporting reading development for students with disabilities. This assignment is due in class. You must bring a printed off copy.

- d. **Writing Instruction Observation:** Complete an observation during your practicum and reflect on the teaching-learning experience with respect to supporting writing development for students with disabilities. This assignment is due in class. You must bring a printed off copy.
- e. **Practicum/Behavior Management Information:** Takes notes on your practicum teacher's behavior management system. Additional directions are posted in Canvas. This assignment is due in class. You must bring a printed off copy.
- f. **Cooperating Teacher Interview:** Write questions inquiring about how your cooperating teacher manages his/her work. interview your cooperating teacher to answer your questions. This assignment is due in class. You must bring a printed off copy.
- g. **Culturally and Linguistically Diverse Exceptional Students:** As a part of learning about effective instructional practices, you will read about complete an activity to learn more culturally and linguistically diverse students with disabilities. This assignment is due to Canvas.

3. Quizzes

- a. You will complete three in-class quizzes on the eligibility criteria for SLD, EBD and ID.

4. Learning Map

- a. You will complete a comprehensive learning map designed for the instruction of one specific IEP goal including all steps of shaping toward the final desired criteria. A complete assignment description will be provided.
- b. This assignment is the signature embedded assessment (artifact) for the course and must to be placed in your ePortfolio.

5. Annual IEP

- a. You will develop an annual IEP. Required forms to be submitted will be noted in assignment directions.

6. Practicum

- a. Complete a minimum 30-hour practicum with students with exceptionalities under the direction of a special education teacher. The intent of this practicum experience is for you to gain further experience teaching students with special needs and assisting their teachers.
 - o The Practicum Fair will be held Thursday, January 31st from 4-7pm in CPS 229 and Friday, February 1st 10am-2pm in CPS 229.
 - o This is a level 2 practicum experience - Practicum II (typically 20-40 hours): Pre-service teachers may assume further responsibilities, such as instructing small groups or large groups for all or parts of lessons. Lesson content and materials may be prepared by the pre-service teacher along with beginning experience with assessment of student work, subject to approval and guidance by the host teacher.

Participation must be under the direct supervision of a host teacher.
Documentation of hours by the host teacher is required.

- b. Practicum hours must be spread over no less than an eight week period within the UWSP semester. Massed blocking of hours over the course of a few school days will not be accepted.
- c. Observe UWSP Practicum Experience Protocol. Obtain permission to begin your practicum placement. A hard copy of the Practicum Agreement signed by both CT and you will be turned in prior to the start of your practicum.
- d. The Practicum Time Log, signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, must be submitted with the Performance Evaluation.
- e. The Practicum Performance Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted by deadline.
- f. Practicum **MUST** be successfully completed in all aspects to pass the class. That determination will be made by the instructor based on the student's practicum time log and performance evaluation completed by the cooperating teacher.

7. Professional Engagement Activities

- a. Attend two Professional Engagement Activities. Upon completion, obtain event organizer's signature, summarize the event, and answer additional reflection questions.

8. ePortfolio Assignment

- a. Every SOE course requires an artifact to be placed in the student's ePortfolio. The artifact for EDUC 397 is the Learning Map. Your ePortfolio is a professional representation of your work aligned with the InTASC Teaching Standards and must contain a copy of your Learning Map, description, analysis, a reflection, and your practicum evaluation form. Specific assignment descriptions are available on Canvas.

9. Final Exam

- a. You will reflect upon the InTASC Standards and connect them to experiences you had in your practicum. You will also reflect on your future in the field of special education.

Personal Grade Tracker

ASSIGNMENT	POINTS POSSIBLE	SCORE
Attendance and Participation	Maintain grade earned	
Various Content-Related Assignments	40 points (8 x 5 points each)	
Cooperating Teacher Agreement	5	
Learning Map	69	
Annual IEP	50	
IEP Peer Feedback	14	
Quizzes - SLD, EBD, ID criteria	18	

	(3 x 6 points each)	
Practicum Evaluation Form	20	
Practicum Time Log	20	
Practicum Reflection Paper	40	
Professional Engagement Activities	20 (2 x 10 points each)	
ePortfolio Assignment (Artifact: Learning Map)	8	
Final Exam	15	
Total	319	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63% & Below	F
79-77%	C+		

Tentative Schedule

DATE	TOPICS	ASSIGNMENTS
January 23	<ul style="list-style-type: none"> ● Syllabus ● Introductions ● Special Education Experience Reflection 	<input type="checkbox"/> Do not need book
January 27		<input type="checkbox"/> Dispositions Pre-Self-Assessment due 11:59pm
January 28	<ul style="list-style-type: none"> ● Chapter 3: Working with Others <ul style="list-style-type: none"> ○ Scavenger Hunt ○ Educator Effectiveness 	<input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Bring book
January 30	<ul style="list-style-type: none"> ● Chapter 4: Special Education Law <ul style="list-style-type: none"> ○ Timeline ○ Flow Chart ○ Following Special Education Law 	<input type="checkbox"/> Read Chapter 4 <input type="checkbox"/> Bring laptop/tablet/phone for research and book.
February 3		<input type="checkbox"/> DPI Website Exploration due 11:59pm
February 4	<ul style="list-style-type: none"> ● Chapter 5: Developing Quality IEPs <ul style="list-style-type: none"> ○ Individualized Education 	<input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Do not need book

	<ul style="list-style-type: none"> ○ Programs in Wisconsin ○ Wisconsin State Performance Plan Indicators ○ IEP Meetings 	
February 6	<ul style="list-style-type: none"> ● Individualized Education Programs (I-1, I-3, I-4) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-1, I-3, I-4 <input type="checkbox"/> Do not need book
February 10		<input type="checkbox"/> Draft of I-1 and I-3 due to peer 11:59pm
February 11	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 13	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 17		<input type="checkbox"/> Feedback of peer's I-1 and I-3 due to peer 11:59pm <input type="checkbox"/> Cooperating Teacher Agreement due 11:59pm
February 18	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4 critique) 	<input type="checkbox"/> Read <i>Avoiding IEP Errors</i> <input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 20	<ul style="list-style-type: none"> ● Individualized Education Programs (work time) 	<input checked="" type="checkbox"/> Bring your laptop to class. <input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 24		<input type="checkbox"/> Draft of I-4 due to peer 11:59pm
February 25	<ul style="list-style-type: none"> ● Individualized Education Programs (I-7-Forward, P-2) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-7-Forward, P-2 <input type="checkbox"/> Do not need book

February 27	<ul style="list-style-type: none"> ● Chapter 11: Universal Design for Learning and Technology 	<input type="checkbox"/> Read Chapter 11 <input type="checkbox"/> Bring book
March 3		<input type="checkbox"/> Draft of I-7 Forward and P-2 due to peer 11:59pm <input type="checkbox"/> Feedback of peer's I-4 due to peer 11:59pm
March 4	<ul style="list-style-type: none"> ● Chapter 10: Assessment and Knowing Your Students <ul style="list-style-type: none"> ○ Assessment Search ○ Gallery Walk & Matching ○ Small Group Discussion 	<input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Bring book
March 6	<ul style="list-style-type: none"> ● Chapter 13: Teaching Reading <ul style="list-style-type: none"> ○ \$10,000 Pyramid ○ Discussion: Bring Printed Reading Instruction Observation to Class 	<input type="checkbox"/> Read Chapter 13 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Reading Instruction Observation to Class
March 10		<input type="checkbox"/> Feedback of peer's I-7 Forward and P-2 due to peer 11:59pm
March 11	<ul style="list-style-type: none"> ● Chapter 14: Teaching Writing <ul style="list-style-type: none"> ○ Poster Activity ○ Assistive Technologies for Reading/Writing ○ Discussion: Bring Printed Writing Instruction Observation to Class 	<input type="checkbox"/> Read Chapter 14 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Writing Instruction Observation to Class
March 13	<input type="checkbox"/> Learning Map	<input type="checkbox"/> Bring an electronic or hard copy of the Learning Map Assignment <input type="checkbox"/> Do not need book
March 17		<input type="checkbox"/> IEP Assignment due 11:59pm
Spring Break		
March 24		
March 25	<ul style="list-style-type: none"> ● Online Class: Chapter 2: Great Beginnings <ul style="list-style-type: none"> ○ CEC Initial Preparation Standards 	<input type="checkbox"/> Read Chapter 2
March 27	<ul style="list-style-type: none"> ● Chapter 12: Effective Instructional Practices and Lesson Planning ● Intellectual Disability Eligibility 	<input type="checkbox"/> Read Chapter 12 <input type="checkbox"/> Do not need book

	<p>Criteria</p> <ul style="list-style-type: none"> ○ Pre-Quiz (ungraded) 	
March 31		<ul style="list-style-type: none"> <input type="checkbox"/> Culturally and Linguistically Diverse Exceptional Students Assignment due 11:59pm <input type="checkbox"/> Study for Intellectual Disability Eligibility Criteria Quiz
April 1	<ul style="list-style-type: none"> ● Intellectual Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz (graded) ● Chapter 12: Effective Instructional Practices and Lesson Planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring book
April 3	<ul style="list-style-type: none"> ● Chapter 12: Effective Instructional Practices and Lesson Planning ● Emotional Behavioral Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Pre-Quiz: (ungraded) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring book
April 7		<ul style="list-style-type: none"> <input type="checkbox"/> Study for Emotional Behavioral Disability Eligibility Criteria Quiz <input type="checkbox"/> Complete Learning Map: Parts 1-4 (do not need to turn in)
April 8	<ul style="list-style-type: none"> ● Emotional Behavioral Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz: (graded) ● Chapter 9: Supporting Your Students 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Bring book
April 10	<ul style="list-style-type: none"> ● Specific Learning Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Pre-Quiz:(ungraded) ● Chapter 15: Teaching Mathematics 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 15 <input type="checkbox"/> Do not need book
April 14		<ul style="list-style-type: none"> <input type="checkbox"/> Study for Specific Learning Disability Eligibility Criteria Quiz <input type="checkbox"/> Complete Learning Map: Part 5 (do not need to turn in)
April 15	<ul style="list-style-type: none"> ● Specific Learning Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz: (graded) ● Chapter 15: Teaching Mathematics 	<ul style="list-style-type: none"> <input type="checkbox"/> Do not need book.

April 17	<ul style="list-style-type: none"> ● Chapter 16: Teaching Content 	<input type="checkbox"/> Read Chapter 16 <input type="checkbox"/> Bring book
April 21		<input type="checkbox"/> Complete Learning Map: Part 6 (do not need to turn in)
April 22	<ul style="list-style-type: none"> ● Online Class: Chapter 17: Limited to Pervasive Intellectual Disability OR Chapter 18: Collaborating about Student Health Needs 	<input type="checkbox"/> Read Chapter 17 or Read Chapter 18
April 24	<ul style="list-style-type: none"> ● Learning Map Workshop <ul style="list-style-type: none"> ○ Peer review 	<input type="checkbox"/> Bring your Learning Map
April 28		<input type="checkbox"/> Learning Map due 11:59pm
April 29	<ul style="list-style-type: none"> ● Chapter 8: Collaboration and Co-Teaching ● Review upcoming assignments 	<input type="checkbox"/> Read Chapter 8 <input type="checkbox"/> Do not need book
May 1	<ul style="list-style-type: none"> ● Chapter 7: Classroom and Behavior Management <ul style="list-style-type: none"> ○ Bring Printed Practicum Classroom/Behavior Management Information to Class 	<input type="checkbox"/> Read Chapter 7 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Practicum Classroom/Behavior Management Information to Class
May 5		<input type="checkbox"/> Dispositions Post-Self-Assessment due 11:59pm <input type="checkbox"/> Professional Engagement Activity Verification Forms due 11:59pm
May 6	<ul style="list-style-type: none"> ● Chapter 6: Organizing and Managing Your Work <ul style="list-style-type: none"> ○ Bring Printed Cooperating Teacher Interview to Class 	<input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Do not need book <input type="checkbox"/> Bring Printed Cooperating Teacher Interview to Class
May 8	<ul style="list-style-type: none"> ● Chapter 1: Getting the Right Job <ul style="list-style-type: none"> ○ Mock Interviews 	<input type="checkbox"/> Read Chapter 1 <input type="checkbox"/> Bring 10 interview questions that you will ask a classmate.
May 12		<input type="checkbox"/> ePortfolio due 11:59pm <input type="checkbox"/> Practicum Assignment Evaluation Form and Time Log, and Reflection Paper) due 11:59pm

Final Exam due to the DropBox by Thursday, May 16, 2019, 12:15pm (your final exam time). No face-to-face meeting during our scheduled final exam time.