SPED 4398 (13721) Advanced Field Experiences with Exceptional Children
Texas A&M University – Corpus Christi
College of Education
Course Syllabus—Spring 2014; MWF 9:00-9:50 AM

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I. COURSE DESCRIPTION

This course requires students to participate in various community centers, schools and programs. Students will be actively involved in the learning situation.

II. RATIONALE

Provides undergraduate students opportunities to teach special needs students in a variety of special education delivery systems.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

1. Learner Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

2. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. STUDENT LEARNING OUTCOMES

Students in the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher; (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
• effectively apply the competencies of a special education teacher in their student teaching experience. (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

V. TExES COMPETENCIES

Domain I, Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions
Domain II, Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
Domain II, Competency 005: The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Council for Exceptional Children: Initial Level Content Standards
TAMUCC Special Education Program is aligned with the National CEC Standards

Beginning special educators demonstrate their mastery of the following standards:
Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
• philosophies and evidence-based principles and theories
• relevant laws and policies
• diverse and historical points of view
• human issues that influence the field and professional practice
• issues of human diversity that can impact families, cultures, and schools
• relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
• know and demonstrate respect for their students first as unique human beings
• understand the similarities and differences in human development
• understand how exceptional conditions can interact with the domains of human development
• use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs
Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual's learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs
- enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
- promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
- emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
- are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
- match communication methods to an individual's language proficiency and cultural and linguistic differences
- provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators:

- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- modify instructional plans based on ongoing analysis of the individual's learning progress
- facilitate instructional planning in a collaborative context
- develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
- use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

- to help identify exceptional learning needs and to develop and implement individualized instructional programs
- to adjust instruction in response to ongoing learning progress

Special educators understand:

- legal policies and ethical principles of measurement
- measurement theory and practices
- appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:

- assure nonbiased, meaningful assessments and decision-making
- conduct formal and informal assessments of behavior, learning, achievement and environments
- identify supports and adaptations required for individuals
- regularly monitor the progress of individuals
- use appropriate technologies to support their assessments.
Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:
- to practice ongoing attention to legal matters along with serious professional and ethical considerations
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Gather practical information and experience in the design and organization of a classroom for students with special needs (III. 1; IV. 003).
2. Teach school-age children both on an individual and group basis under a teacher's supervision (III. 1, 2; IV. 005).
3. Document, monitor and evaluate instruction on a daily basis (III. 1; IV. 005).
4. Administer assessments to evaluate short-term objectives (III. 1; IV. 002).
5. Conduct baseline/intervention studies (III. 1; IV. 002).

VII. COURSE TOPICS

This is a practicum class in which the student interacts and teaches children with special needs under the direct supervision of the classroom teacher.

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

1. Traditional Experiences (lecture/discussion, demonstrations, student discussions/presentations)
2. Field Experiences will involve observation, reflection, and teaching and assessment of individuals/small groups of school-aged children.

IX. EVALUATION AND GRADE ASSIGNMENT AND OVERVIEW OF COURSE REQUIREMENTS

The major components of this course include the following assignments:

1. Field based component (minimum 30 hours). You will spend three to four hours per week for a period of at least eight weeks in a school setting, serving students receiving special education services (inclusive, pullout, self-contained, etc.). You will work under the direct supervision of a special educator to gain experience that
promotes professional growth and development leading to certification as a special education teacher. Attendance and sign-in sheet is required.

2. Reflective Journal (due each Monday). You must submit at least one journal entry per week during your placement. These are private; only the instructor will review each journal. These entries should be about an issue or incident that “stayed with you.” Each journal entry must contain: name of school, supervising teacher, number of students, type of classroom, etc.

3. Data Collection Implementation. You must complete a daily or weekly IEP data collection sheet, for one student, for approximately four weeks (dependent on the measure). Data will then be graphed to show student progress toward mastery of the skill the skill. Data collection will be reviewed in class.

4. Reading Responses. Our class will stay connected through our online course environment. We will participate in online course discussions regarding your reading and field experience. Reading Responses are our way to apply current learning theory to what you are experiencing in the classroom. You must actively participate in these activities. There are three Reading Response topics assigned - you are welcome to address them any time prior to the due date. Record your due dates! You are also encouraged to respond, at least once, to a colleague's post. This is a time to support one another!

5. Module Project. This project should be seen as several mini-assignments (approximately 1-2 pages per section). You will submit your Module Project when all items are completed. The module project will be reviewed in class.

6. Final Reflection. At the end of your experience, you will review each of your journal entries and your module project. If possible, look over work completed in SPED 4397. Develop an overall reflection of your classroom experiences over two semesters of practicum—what have you learned about children, special education teachers, the provision of special education services, etc. Be sure to discuss a few of the most valuable thing you have learned during the two-semester experience. Also, please share how you might improve upon some of the practices you have observed. This is not a negative reflection on your cooperating teacher(s)/school(s). We all bring different gifts to the classroom – which makes teaching so unique!

*Grading is Credit (CR) or Non Credit (NCR). You must submit ALL work, ON TIME, to receive credit.*

**Attendance & Punctuality**
- 3-4 hours a week
- If you are absent, you must make up the time. If hours are not made up, you will receive a Non Credit (NCR) for the course.
- If you are going to be absent, leave a message in advance with the cooperating teacher and the university instructor.
- If you change days or times the cooperating teacher and the university instructor must approve it in advance.
- If absent more than 4 times, you will receive Non Credit (NCR) for the course.
Professionalism
• Appropriately dress is required. Even with permission from the school/cooperating teacher, you are not to wear blue jeans, sneakers, or t-shirts to your field experience. Dress should be professional – you are not only representing yourself as a future educator, but also TAMUCC. The instructor MUST approve any exception to the rule.
• Cell phone use is prohibited. Do not use/take out your cell phone while at your placement. No texting. Cell phone use should only reserved for emergencies (or supervisor request) and you must report the incident to the instructor. Even during non-instructional times (i.e., recess), cell phones are not to be used.
• Adhere to all school (and university) rules. During your first week, request a teacher handbook or list of rules from your teacher.
• Use person-first language in all your professional discussions and written work.
• Adhere to the Code of Ethics (we will review it in class).
• Respect confidentiality issues at all times. Do not use students’ names in written work or social conversations; always speak respectfully of students and school personnel. Do not engage in “negative talk.”
• Submit professional documents. All work must be typed, single or double spaced, and well organized (please edit all work prior to submission).
• If you have any difficulty or concern, please contact me immediately!
X. COURSE SCHEDULE

Tentative Schedule: We will meet as a class for the first few classes and on the final class day.

All work should be submitted by 10 p.m. Monday on the week it is due.

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<thead>
<tr>
<th>Weeks</th>
<th>Course Activities</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Meet on Campus</td>
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<td>January 27</td>
<td>Meet on Campus</td>
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<tr>
<td>January 29</td>
<td>Meet on Campus</td>
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<tr>
<td>Week 3 (2/3)</td>
<td>Work in Setting</td>
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<td>Week 4 (2/10)</td>
<td>Work in Setting</td>
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<td>Online Reading Response 1 Due</td>
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<td>Week 5 (2/17)</td>
<td>Work in Setting</td>
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<td>Week 6 (2/24)</td>
<td>Work in Setting</td>
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<td>Online Reading Response 2 Due</td>
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<td>Week 7 (3/3)</td>
<td>Work in Setting</td>
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<td>March 5</td>
<td>Meet on Campus</td>
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<td>Week 8 (3/10)</td>
<td>Spring Break</td>
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<td>Week 9 (3/17)</td>
<td>Work in Setting</td>
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<td>Data Collection Sheet Due</td>
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<td>Week 10 (3/24)</td>
<td>Work in Setting</td>
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<td>Week 11 (3/31)</td>
<td>Work in Setting</td>
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<td>Online Reading Response 3 Due</td>
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<td>Week 12 (4/7)</td>
<td>Work in setting</td>
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<td>Week 13 (4/14)</td>
<td>Work in Setting</td>
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<td>Week 14 (4/21)</td>
<td>Work in Setting</td>
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<td>Module Project Due</td>
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<td>Week 15 (4/28)</td>
<td>Work in Setting</td>
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<td>Journal Entries Must Be Completed (minimum 8)</td>
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<td>Attendance/Sign in Sheets Must Be Submitted</td>
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<tr>
<td>May 5</td>
<td>Final Reflection Due</td>
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<td>Meet on Campus</td>
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XI. TEXTBOOK

Required:

Recommended:


XII. Course Policies

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and
information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
XIII. BIBLIOGRAPHY

Course content is supported by the following:


Helpful Teacher Websites:

AIMSweb http://www.aimsweb.com/

American Institute for Research, The Access Center
http://www.k8accesscenter.org/training_resources/math.asp

Crayola Lesson Plans http://education.crayola.com/lessons/

Discovery Lesson Plans, Customized Puzzles, K-12 with Modifications
http://discoveryschool.com

Gateway to Educational Materials http://www.thegateway.org/

Illuminations http://illuminations.nctm.org/

Intervention Central http://www.interventioncentral.org

MathTools http://www.mathforum.org/mathtools/

The IRIS Center http://iris.peabody.vanderbilt.edu/

The Meadows Center for Preventing Educational Risk
http://www.meadowscenter.org/
Professional Organizations
The following professional organizations and their respective publications are important resources for specialists in the disability field:

TASH

Council for Exceptional Children (CEC)

CEC Division for Culturally and Linguistically Diverse Exceptional Learners

CEC Division for Physical and Health Disabilities

Council of Administrators of Special Education

Council for Children with Behavioral Disorders

CEC Division on Developmental Disabilities

CEC Division for Communicative Disabilities and Deafness

CEC Division for Learning Disabilities

CEC Division on Visual Impairments

The Association for the Gifted

CEC Teacher Education Division

CEC Division for Early Childhood

Council for Educational Diagnostic Services

CWC Technology and Media Division

CEC Division on Career Development and Transition

CEC Division for Research
Field Experience Module Project

Please address each module as a “mini-assignment.” All work should be well organized and completed in 12pt. font.

1. Classroom Structure
   Describe the overall classroom structure – observe, discuss/conduct interview(s) with teacher(s).
   Describe the physical environment and the students.
   Describe the lesson planning process.
   - Discuss how teachers document within on-going plans that IEP requirements are being met (e.g., how are student specific goals addressed?)
   - Discuss how accommodations/modifications are being incorporated into daily/ongoing written lesson plans.
   Describe the textbooks and other instructional materials used in the classroom.
   Describe how the school provides a “continuum” of special education services (it may be possible to observe in several settings over time to optimize your learning experience).

2. Formal/Informal Assessments
   Describe assessment practices utilized in the classroom.
   - Review assessments used for educational and behavioral purposes.
   - Describe procedures used for the administration of various formal/informal assessments.
   - Discuss the use of CBAs/CBMs (curriculum based assessments/curriculum based measures).
   - Describe STAAR preparation and the role of the special educator in the process and administration.

3. Instruction/Administration
   Document your participation in teaching (you will work with students).
   Instructional Planning and Delivery
   - Thoroughly review the teacher’s lesson plans.
   - Discuss additional ideas you may have with the teacher.
   - Teach mini-lessons (one-on one or in small groups under the direction of cooperating teacher(s) and seek feedback.)
Describe the following administrative functions.

Scheduling
- Describe schedule of students, staff, and support personnel.
- Discuss utilization of resources (paraprofessionals, support staff, peer helpers, etc.).

Team Leadership
- Describe the special educator’s interactions with paraprofessionals (how often does the special educator meet with paraprofessionals? How is feedback provided to paraprofessionals).
- Describe the special educator’s role in providing professional development.
- What suggestions would he/she provide for effectively and supportively supervising paraprofessionals?

Communication
- Describe the frequency and type of communication with parents.
- Describe the frequency and type of communication with colleagues.

4. IEP
Describe the process of IEP development (observe an IEP or other student planning meeting).

Describe the processes/procedures for monitoring goals/objectives (data collection).

5. Behavior Support
Describe the behavior support procedures.

Discuss the implementation of behavior intervention/change plans.

Describe data collection procedures in the school setting to document and assess the effectiveness of behavior interventions.

6. Classroom Management
Describe the classroom management plan.

List the classroom rules and procedures, discuss ways in which the students learn those rules and procedures, and list the consequences for positive and negative behavior.

7. Assistive Technology
Describe the assistive technology used in the classroom (discuss low, mid, and high teach devices used in the classroom on a regular basis).

Interview a member of the school/district assistive technology team and describe where/how they are trained.
8. Inclusive Practices
   Describe the inclusion practices implemented at the school.
   Discuss ways in which all students are included in the school community and identify opportunities for increasing inclusive practices.

9. Specialization
   Describe the teacher(s) roles and responsibilities on campus.
   • Discuss ways in which the special educator acts as a resource to the school and community.
   • Describe the special educator’s participation in the RTI process (observe an RTI meeting).

10. Culturally and Linguistically Relevant Teaching
    Describe the ways in which the special educator(s) address issues of language and culture in the classroom and in the curriculum.
    Discuss ways in which students’ linguistic and cultural backgrounds are valued in the classroom and identify opportunities for increasing these practices.

11. Applying your Knowledge
    Connect your field experience to content learned in other courses.
    Review content/material studied in your classes throughout teacher preparation; make connections – university coursework to actual classroom application.

12. Other...
    Please feel free to share any other information that you felt was valuable during your experience.