

Western Michigan University
Department of Special Education and Literacy Studies
Course Syllabus SPED 4100, SPED 4750, & 4760
Intern Teaching in Special Education
Emotional Impairments and Learning Disabilities

Course Number: SPED 4100, SPED 4750, & SPED 4760

Hours of Credit: 2 Semester Hours in Seminar, 8 Semester Hours in Emotional Impairments & 4 Semester Hours in Learning Disabilities

Names of Instructors: Dr. Elizabeth Whitten
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Course Description:

Prerequisite: Completion of all professional education requirements. Consent of Department.

This final field experience is open only for special education undergraduate students who have completed all of their special education professional sequence requirements. It will consist of full-time intern teaching in an appropriate educational setting, serving students with disabilities. Students will participate in all phases of the school program to which they are assigned. All courses except ED 4100 and ED 4710 must be completed prior to intern teaching in Special Education.

Students participate in all phases of the school program to which they are assigned. As pre-service teachers, interns process information about teaching, learning, and managing their environments. They examine differences among prior beliefs, the paradigms and models discussed in their classes, and the curriculum and instruction in schools where they practice their teaching. This course provides the opportunities for pre-service teachers to use reflective processes as they interact with their students, mentors and supervisors. Several fundamental themes under gird this course, including, (a) preparing educators to be reflective practitioners who think deeply and thoughtfully about creating inclusive learning communities in their classrooms, (b) providing opportunities to explore and apply powerful pedagogical tools of instruction, assessment, and classroom management, and (c) helping to develop educators who can collaborate effectively with special and general education personnel, parents and their communities. In short, this course is designed to prepare you to be a professional teacher who recognizes that we teach all children.

SPECIAL EDUCATION PROGRAM OUTCOMES

The Special Education Undergraduate Programs will prepare undergraduate students to:

1. Provide quality educational services to students with disabilities in the state, region, and nation.
2. Use interdisciplinary communication skills associated with a teacher consultant role.
3. Plan and implement outcome-oriented educational programs for students with disabilities utilizing a student-centered process.
4. Work effectively with parents.
5. Implement the Clinical Teaching Model in their educational programs serving students with disabilities.
6. Function as a resource for regular educators serving students with disabilities.
7. Serve as a resource for parents/guardians of students with disabilities.
8. Serve as an advocate for individuals with disabilities in our society.
9. Function as a professional in the field of education.
10. Be a critical consumer of current and emerging educational techniques and technologies.
11. Demonstrate knowledge regarding the issues and needs of traditionally underrepresented populations.

COMPETENCIES SPED 4750

CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Emotional and Behavioral Disorders¹

The competencies for the course are taken from the CEC Common Core of Knowledge of Skills and the CEC Knowledge and Skills for the disability Emotional/Behavioral Disorders.

Standard #4: Instructional Strategies

CC4S1 Use strategies to facilitate integration into various settings.
CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard #5: Learning Environments and Social Interactions

CC5K3 Effective management of teaching and learning.
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2 Identify realistic expectations for personal and social behavior in various settings.
CC5S3 Identify supports needed for integration into various program placements.
CC5S4 Design learning environments that encourage active participation in individual and group activities.

CC5S5 Modify the learning environment to manage behaviors.
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8 Teach self-advocacy.
CC5S9 Create an environment that encourages self-advocacy and increased independence.
CC5S10 Use effective and varied behavior management strategies.
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12 Design and manage daily routines.
CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16 Use universal precautions.

Standard #6: Language

CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Standard #7: Instructional Planning

CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4 Use functional assessments to develop intervention plans.
CC7S5 Use task analysis.
CC7S6 Sequence, implement, and evaluate individualized learning objectives.
CC7S7 Integrate affective, social, and life skills with academic curricula.
CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9 Incorporate and implement instructional and assistive technology into the educational program.
CC7S10 Prepare lesson plans.
CC7S11 Prepare and organize materials to implement daily lesson plans.
CC7S12 Use instructional time effectively.
CC7S13 Make responsive adjustments to instruction based on continual observations.
CC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Standard #8: Assessment

CC8S1 Gather relevant background information.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S3 Use technology to conduct assessments.
CC8S4 Develop or modify individualized assessment strategies.
CC8S5 Interpret information from formal and informal assessments.

CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7 Report assessment results to all stakeholders using effective communication skills.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9 Create and maintain records.

Standard #9: Professional and Ethical Practice

CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.

Standard #10: Collaboration

CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.

CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
CC9S3 Act ethically in advocating for appropriate services.
CC9S4 Conduct professional activities in compliance with applicable laws and policies.
CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.
CC9S7 Practice within one’s skills limit and obtain assistance as needed.

CC10S1 Maintain confidential communication about individuals with exceptional learning needs.
CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3 Foster respectful and beneficial relationships between families and professionals.
CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.
CC10S8 Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11 Observe, evaluate, and provide feedback to paraeducators.

SPED 4760

**CEC Knowledge and Skill Base for All Entry-Level Special Education
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MODES OF INSTRUCTION

1. Small Group
2. Projects
3. In-service training
4. Peer collaboration
5. Demonstration
6. Self-reflection

COURSE ASSIGNMENTS to successfully complete intern teaching.

Assignments for SPED 4100	Due Date	Possible Points	Points Received
1. Seminar Participation	ongoing	150	
2. IT ³ CI and LD	4/20	100	
3. Co-Teaching Literature Review Due	2/16	40	
4. Lesson Plan, Self-Reflection & Peer Reflection of Flip #1	2/9	50	
5. Lesson Plan, Self-Reflection & Peer Reflection of Flip #2	3/16	50	
6. Co-Teaching Project: Rubric, Lesson Plan, Self-reflection, & Peer-reflection of Flip #3	4/13	100	
7. Presentation on Assigned Book	3/30	50	
8. Activities 1-4	1/19, 1/26, 2/9, 3/23	100 (25pts. Each)	
9. Written Report of Classroom Observation	4/20	50	
10. Post evaluation results on iWeb Folio 3 Direct Observations, Mid and Final Evals	on-going	100	
11. Organization of Intern Teaching Notebook	4/20	50	
12. Exit survey for interns	4/20	50	
Requirements for SPED 4740 & 4760	Successful or Unsuccessful		
2 original, signed Mid-Semester Self-Reflection Evaluations			
2 original, signed Mid-Semester Mentor Evaluation			
2 original, signed Final Self-Reflection Evaluation			
2 original, signed Final Mentor Evaluation			
3 Supervisor Observation Reports			

COURSE GRADE CRITERIA

All assignments must be completed to pass SPED 4100 and all observations and evaluations must be successful to pass SPED 4750 and 4760.

Grades will be assigned based on the following scale for SPED 4100:

- A = 93% to 100%
- BA = 88% to 92%
- B = 83% to 87%
- CB = 78% to 82%
- C = 73% to 77%
- DC = 68% to 72%
- D = 63% to 67%

E= Below 63%

CLASS POLICY AND PROCEDURES

Participation, Punctuality, and Presence in Class

This course is designed to be intern-centered and interactive. Therefore, if you are absent you cannot contribute to your knowledge base and the learning of your peers. For each class missed, ten-participation points will be deducted. Please understand that for this course to be meaningful and a successful experience, you must be here and participate since you will learn from one another.

This is a seminar related to your internship in which you function as a professional therefore the class will be conducted in a professional manner as well. This includes being prepared for class discussions by having read the assigned readings and minimal side conversations during class. In addition, all cell phones are to be either off or silenced, and there is to be no texting during the class. If you have an emergency situation that requires you to answer your phone during class, please inform the professor before class. The consequence of repeated infractions will be the loss of participation points and you will be asked to leave the class. This will be left to the discretion of the professor.

REGARDING LAPTOPS – You will soon find that this class requires little note taking but lots of attention to class content. **You are welcome to use your laptop computer in class FOR CLASS PURPOSES ONLY.** If (and when) you are found to be doing anything else on your computer, you will automatically lose all your participation points for the class. It is unprofessional to be otherwise occupied during class and, while you are physically present in class, your mind is not thus it will be counted as an absence. The professor reserves the right to make the determination about what you are doing on your laptop at any time and deduct these points at her discretion. You will be informed of any points lost.

NEED FOR ACCOMMODATIONS

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services 269.387.2116 or Office of Services for Students with Learning Disabilities 269.387.4411

DIVERSITY STATEMENT

The Department of Special Education and Literacy Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

ACADEMIC INTEGRITY STATEMENT

Students are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate or Graduate Catalog at <http://catalog.wmich.edu> that pertain to Academic Honesty under Academic Policies. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

The Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Website: <http://apastyle.apa.org/>

Internship Projects / Assignments

1. During the first three to four weeks of your intern teaching, you should flip video yourself for 30 minutes using a complementary or station teaching model. Please use one of the Flip videos and download to iMovie. Edit this 30 minute video into a ten minute video featuring the best of your teaching as well as areas you would like to improve. Review the ten minute video of yourself and complete the self/peer review form provided. Note a minimum of three things you like about your teaching and three things you would like to improve about your teaching. Next, ask your assigned teaching partner to view the 10 minute video and complete the self/peer review form. Once you have both reviewed the video and completed the review form, hold a meeting to discuss your observations and recommendations. Retain all of this information in a notebook for seminar marked Teaching Observation #1.
2. The teaching competencies charts were distributed to you in SPED 3300 and they have been replaced by the *IT*³ forms (also available on my homepage). These forms must be completed by the end of your internship. You will spend some time during seminar to discuss your competencies and where you feel you gained the most skill. Once you attain each competency be sure to have your mentor teacher or Dr. Whitten provide a rating and sign off.
3. During the eighth-tenth week of your intern teaching, video yourself again in action for 30 minutes teaching and managing classroom. If you are using a co-teaching model, please identify the model on the planning form provided. Please use one of the Flip videos and download to iMovie. Edit this 30 minute video into a ten minute video featuring the best of your

teaching as well as areas you would like to improve. Review the ten minute video of yourself and complete the self/peer review form provided. Note a minimum of three things you like about your teaching and three things you would like to improve about your teaching. Next, ask your assigned teaching partner to view the 10 minute video and complete the self/peer review form. Once you have both reviewed the video and completed the review form, hold a meeting to discuss your observations and recommendations. Retain all of this information in a notebook for seminar marked Teaching Observation #2.

4. Based on the information you gained from completing the two page literature review of co-teaching, during the 11th to 14th week video yourself engaged in a co-teaching lesson. Follow the attached co-teaching rubric for assignment completion, you should flip video your co-teach for 30 minutes using any of the five co-teaching models. Download to iMovie and edit this 30 minute video into a ten minute video featuring the best of your co-teaching as well as areas you would like to improve. Review the ten minute video and complete the self/peer review form provided. Note a minimum of three things you like about your teaching and three things you would like to improve about your teaching. Next, ask your assigned teaching partner to view the 10 minute video and complete the self/peer review form. Once you have both reviewed the video and completed the review form, hold a meeting to discuss your observations and recommendations. Retain all of this information in a notebook for seminar marked Teaching Observation #3.
5. Read one of the assigned books and prepare a handout that identifies key points of the book, how teachers and students will benefit from using the book, and any additional important information provided by the book. This information will be summarized in a group presentation of choice. You will present this information on an assigned seminar day. See the Literature Circle rubric for specific guidelines.
6. Written report of classroom observation. Plan to visit another special education intern's placement with a different setting than the one you are currently placed. Observe the type of service deliver offered to students, the types of programs available, the overall student population, and any other pertinent information. Document your observations in a one page written report.
7. Complete all required activities on the date specified on the tentative schedule and turn the assignment in at seminar.
8. Document all three direct observations, mid evaluation, and final evaluation on your iWeb Folio account by the dates specified on the tentative class agenda.

Co-Teaching Lesson Rubric For Lesson Plan #3

Names: _____

<u>Components</u>	<u>Points Assigned</u>	<u>Points Earned</u>
<p>Designing the Lesson- (written) 40</p> <p>1. Write a literature Review of Co-Teaching</p> <ul style="list-style-type: none"> • Articles from peer reviewed journals • Articles from 1997-2011 • 3 Articles Minimum • Literature review will be completed in APA style and written as a formal paper including title page, headers, page numbers, and reference page. <p>2. Develop a lesson plan using the framework provided on the next page.</p>	40	_____
<p>Implementing the Plan-30 minutes 40</p> <p>Communicating the Lesson Demonstration of co-teaching model(s) chosen to deliver information Utilization of effective teaching components Reduce the 30 minute video to a ten minute edited video</p>	40	_____
<p>Monitoring the Lesson – (written) 10</p> <p>Monitoring and follow-up the intervention Show reflection regarding the instruction of the co-teaching model(s) and if they were supportive in meeting lesson objective(s)</p>	10	_____
<p>Self and Peer Evaluation 10</p> <p>Evaluation based on appropriate co-teaching models and use of effective teaching components</p>	10	_____
Total Points		_____

Lesson Plan:

Subject Area:

Common Core Standard:

GLEC:

Goals:

Lesson Objectives:

Materials and Equipment Needed:

Teaching Strategies (attach research based strategy one page summary:)

Lead Teacher’s Responsibilities:

Support Teacher’s Responsibilities

Anticipatory Set:	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern
Presentation of Information:	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern
Guided Practice (Modeling):	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern
Independent Practice:	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern
Closure:	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern
Homework:	Time:		Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern

Real Life Application:						
Ongoing Monitoring and Evaluation:	Time:	Co-Teaching Model:	Level of Cognition:	Learning Modality:	Multiple Intelligences:	Grouping Pattern

Western Michigan University

Preparing Reflective Practitioners

Mentor/Intern/Teaching Partner Observation Form of 10 minute video

Date:	Flip Video #:	
Intern Teacher:	Mentor Teacher:	Teaching Partner:

Aligning the Lesson

Has the subject area, GLEC, Common Core Standard been identified? Yes or No
Has the co-teaching model(s) been determined? Yes or No

Anticipatory Set

Has baseline been determined? Yes or No
Are materials organized and ready to go? Yes or No
Does the instructor focus the students' attention to the content? Yes or No

Presentation of Information

Is lesson delivered fluently? Yes or No
Does the teacher appear to understand the content? Yes or No

Guided Practice

Are directions given clearly? Yes or No
Does the instructor provide examples and model for the students? Yes or No

Independent Practice

Are the students closely monitored? Yes or No
Are the majority of the students capable of working independently on the content? Yes or No

Closure and Evaluation

Does the instructor use some form of closure on the lesson? Yes or No
Does the instructor evaluate the lesson? Yes or No

Observation Comments and Recommendations:

Intern Teacher's Signature

Teaching Partner or Mentor's
Signature

Professional Book Study and Presentation
Literature Circle
(50 points)

Ongoing Process – Final Presentation -March 30, 2011

- On 1/19 professional books will be assigned.
- Groups will decide how they want to divide the book and how they will structure their group discussions. Discussions should be centered around content learned from the reading, relative usefulness to classroom practice, relevant questions, and other professional matters.
- Groups will prepare a display on which they will share the author(s)' main ideas. Your display should highlight the theory and practice evident in the book and can be done in any manner you wish. Some ideas – tri-fold display, streaming PowerPoint, poster board, etc.
- Each group is required to show evidence that all members participated.
- Groups will also prepare a minimum one-page handout for classmates with reference information, summary, and main points from the text.

Spring 2011 Seminar - SPED 4100
Tentative Class Schedule

Date	Seminar Activity
W 1/12/11	First Seminar - introduction letter – Activity #1 assigned Review syllabus and requirements of internship
W 1/19/11	iWeb Folio Competencies- bring to class EI or CI and LD Assign books for literature circles Getting to Know Your Mentor – Activity #2 assigned Activity 1 Due
W 1/26/11	Curriculum Crafter Activity 3 – Substitute Folder assigned Activity 2 Due
W 2/2/11	Mock Interviews
W 2/9/11	Dr. George Haus from 3-4 New Teacher Panel from 4-5 Activity 3 Due Flip #1 completed and reviewed Post results of Direct Observation #1 to your iWeb Folio
W 2/16/11	MEA Rep
W 2/23/11	Certification Officer, Cindy DeRyke Mid Term Evaluations DUE by 2/28 Post results of Mid Term Eval to your iWeb Folio
W 3/2/11	WMU Spring Break – no seminar
W 3/9/11	Resumes Activity #4 Monitoring Instructional Time
W 3/16/11	Off Campus – Individual Conferences This class may take a bit longer than the scheduled 3-5. If you need to leave before 5:00 please let me know. Flip #2 completed and reviewed
W 3/23/11	Mock Interviews Activity 4 Due Post results of Direct Observation #2 to your iWeb Folio
W 3/30/11	Literature Circle Presentations
W 4/6/11	Local Schools Spring Break

T 4/12/11 Teacher Fair at WMU

W 4/13/11 Director's Panel
Flip #3 completed and reviewed
Post results of Direct Observation #3 to your iWeb Folio

W 4/20/11 Final Meeting – submit all paperwork
Including Final Evaluations
Post results of Final Eval to your iWeb Folio

W 4/27/11 Final's Week – No Class

R 4/28/11 Last day of intern teaching ☺

Deb gone from 1/27-3/11☹