Professional Education Unit
Department of Early Childhood, Elementary, & Special Education
COURSE SYLLABUS
EDSP 611 Seminar: Educating Students with Disabilities I Fall 2009
(Credit hours: 3)

Schedule: Monthly in August, September, October, November and December
Saturdays @ 9:00 a. m - 12:00; 1:00 - 4:00 p. m.

With Internet support and online activities scheduled by lead instructors and/or field supervisor

DESCRIPTION OF COURSE:

This seminar is taken in conjunction with the teacher-in-training's first semester in a university supervised practicum. It requires the teacher-in-training to reflect on, refine, and strengthen skills in assessment, instruction, and classroom management.

Required Field Experience Hours: **[N/A; seminar is interrelated with EDUC 650 Practicum]**

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES [SLOs]:

1. Candidates will articulate and use an organizing framework to guide them in making instructional decisions related to the education of students with disabilities. This framework will reflect the meaning of Kentucky's Learner goals as they apply to students with mild to severe disabilities.
2. Candidates will demonstrate effectiveness in the delivery of instruction to students with disabilities within the public schools.
3. Candidates will effectively collaborate with others (general education teachers, para-educator, related service personnel, parents, and others) in the delivery of instruction to students with disabilities within the public schools.
4. Candidates will demonstrate effectiveness in the organization and management of instruction of students with disabilities within the public schools. These skills will include effective use of all resources available within the school including teaching assistants, ancillary service personnel, volunteers, and peer tutors as well as collaboration with other teachers.
5. The candidates will effectively plan and manage a program of instruction for students with disabilities.
6. The candidates will evaluate the effectiveness of educational programs for students with disabilities. These skills will include continuous and systematic collection of pupil performance data.

7. Candidates will effectively use a variety of assessment tools and techniques to plan effective instruction for students with disabilities.
8. Candidates will use the values and research base supporting effective educational programs for students with disabilities in designing instruction.

Relationship of EDSP 611 to:

1. The National Council for the Accreditation of Teacher Education (NCATE) Standards and Themes
2. The Teacher Standards for Preparation and Certification of the Kentucky Education Professional Standards Board (EPSB)
3. The Council for Exceptional children (CEC) Initial Content Standards
4. Kentucky Education Reform Act (KERA) Academic Expectations

Conceptual Framework: ***Community Engagement: A Light to and from the Mountains***

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

CRITICAL THEMES

A series of key themes have been identified as essential to the successful preparation of teachers at the dawn of the 21st century. As indicated below this course attempts to systematically address these themes.

- **Diversity**. It is critical that all teachers be prepared to work with students who represent the full range of cultural, racial, ethnic, religious, gender, and ability difference found in modern America. The understanding and effective response to diversity of ability is the centerpiece of this entire course. Further, the interaction between disability, other forms of diversity, and social response to difference is highlighted throughout the course content.

- **Intellectual vitality**. Today's teachers must be challenged to high achievement and to become a model of life long learner for their future students. The course objectives, activities, and assignments challenge the candidates to think critically about the concepts presented in the courses, see the field as in a constant state of change, and explore the professional literature on best practice.

- **Technology**. The effective integration of technology into the instructional process is given in today's world. Technology is used in the delivery of this class and in assignments which call on the candidates to effectively use computers and related technology. Additionally, an awareness of the growing field of assistive technology is incorporated into course content and in several of the course assignments.

- **Professional community**. A teacher does not work in isolation. The skills of teamwork and collaboration are critical to solving the complex problems we all face. Developing of collaborative working skills and teaming is addressed in course content and the field experience that is central to completing all course assignments. The candidates' immersion in an intensive experience as part of a community of learners fosters the development of professional collaboration

- **Evaluation**. The teacher in preparation should be provided with clear criteria against which to judge his or her performance and progress in developing professional competencies. Candidates are consistently presented with a criteria checklist that outlines the specific expectations of each assignment.

- **Performance assessment**. Candidates' knowledge and skills should be authentically assessed in situations that are tied to demands they will face in their future professional life. Candidates are engaged in working as members of a team and conducting assignments in settings beyond the university classroom. All assessment activities for this class are tied to application of crucial concepts in the associated field experience.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs

Program: Master of Arts in Teaching (MAT): LBD (P-12) & MSD (P-12) **Course: EDSP 611 Seminar: Educating Students with Disabilities I**				
Aligned with → **Assessment ↓**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board**	**Council for Exceptional Children [CEC] Initial Content**

(point values)			(EPSB)	Standards
Monthly Lesson Plans **(125 points)** CFO: 1, 2, 4, 5 SLO: 1-8	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results** **VI. Demonstrates implementation of technology** **VII. Reflects on/ evaluates teaching/learning**	**AE 1.2 – 1.12** **AE 2.7 – 2.12** **AE 2.14 – 2.15**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **7:Instructional Planning** **8: Assessment**
Monthly Assessment Reports **(75 points)** CFO: 1, 2, 3, 4, 5 SLO: 5, 6, 7, 8	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **V. Assesses & communicates learning results**	**AE 1.2 – 1.12** **AE 2.7 – 2.12** **AE 2.14 – 2.15**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **NCATE I, III, IV**	**3:Individual Learning Differences** **5.Learning environments & social interaction** **7:Instructional Planning** **8: Assessment**
Monthly Accommodation/ Modification/ Assistive Technology Reports **(50 points)** CFO: 1, 2, 3, 4, 5 SLO: 2, 4, 5, 6, 7	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results** **VI. Demonstrates implementation of technology** **VII. Reflects on/**	**AE 1.2 – 1.12** **AE 2.7 – 2.12** **AE 2.14 – 2.15**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **7:Instructional Planning** **8: Assessment**

	evaluates teaching/learning			
Video-taped Lesson (Mandatory completion – no points value) CFO: 1,2, 3, 4, 5 SLO: 1-8	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results** **VI. Demonstrates implementation of technology** **VII. Reflects on/ evaluates teaching/learning** **VIII. Collaborates w/ colleagues/ others**	**AE 1.2 – 1.12** **AE 2.7 – 2.12** **AE 2.14 – 2.15**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **6.Collaboration** **7:Instructional Planning** **8: Assessment**
Individual Behavior Support Plan (50 points) CFO: 1, 2, 3, 4, 5 SLO: 5, 6, 7, 8	**II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results**	**AE 2.29, 2.31, 2.32** **AE 3.2** **AE 4.1, 4.4** **AE 5.1, 5.4**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **6.Collaboration** **7:Instructional Planning** **8: Assessment**
CHAMPS Classroom Management Plan (25 points) CFO: 1, 2, 4 SLO: 5, 6, 7	**II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results**	**AE 2.29, 2.31, 2.32** **AE 3.2** **AE 4.1, 4.4** **AE 5.1, 5.4**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **6.Collaboration** **7.Instructional Planning**

				8.Assessment
Preliminary Portfolio (25 points) CFO: 1, 2, 3, 4, 5 SLO: 1-8	**Digital Portfolio is intended to address and meet the implications of <u>all standards.</u>**	**Digital Portfolio is intended to address and meet the implications of <u>all standards.</u> Therefore, potentially any and all Academic Expectations could be addressed by way of the applied tasks undertaken by the practicing teachers taking the course.**	**Digital Portfolio is intended to address and meet the implications of <u>all standards.</u>**	**Digital Portfolio is intended to address and meet the implications of <u>all standards.</u>**
4 Quizzes (200 points) CFO: 1 SLO: 1, 2, 4-8	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results**	**N/A**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology** **NCATE I, III, IV**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **6.Collaboration** **7:Instructional Planning** **8: Assessment**

<u>Assignment Descriptions</u>:

Program: Master of Arts in Teaching (MAT): LBD (P-12) & MSD (P-12) **Course: EDSP 611 Seminar: Educating Students with Disabilities I**	
Assessment (point value)	**Description**
Monthly Lesson Plans (125 points)	Each candidate will develop at least five (5) lessons for formal discussion and presentation during class. The candidate will work with the university supervisor teacher to design appropriate lessons for students. Each of these plans will be developed using the MAT program format. Documentation for the full process of assessment, instructional procedures, and

	evaluation will be submitted for each lesson. The candidate will come to class having taught the lesson plan and prepared to discuss it with the class. Whenever possible these plans should reflect a learning strategy which will be implemented in an inclusive class arrangement in collaboration with a regular education classroom teacher.
Monthly Assessment Reports (75 points)	Each month will bring a report of an assessment conducted in the classroom to the seminar for review. Because of the variety of placements, the exact nature of each assessment will work out individually based on input from the field supervisor and the lead instructor. This assessment report should follow the model provided in the MAT program materials. It should include any forms used, a clear statement of priorities as identified in the assessment process, and summary recommendations that indicate where, with whom, and how often instruction should occur in the form of suggested goals and objectives for the target student.
Monthly Accommodation/ Modification/ Assistive Technology Reports (50 points)	As part of their lesson plans each candidate will design at least five (5) uses of assistive technology/adaptive aids/or *individualized* accommodations which they will use in to assist candidates in their field sites. Each item should be accompanied by an explanation for its design. These aids will be submitted and demonstrated along with the lesson for which they were designed. Documentation of the use of technology or aid must be submitted in the final portfolio for evaluation.
Video-taped Lesson (Mandatory completion – no points value)	At least one candidate in each seminar working group will be assigned to bring a video tape of teaching for review by the entire class. This is a requirement for all candidates in this class and arrangements to complete this assignment should be undertaken as soon as each student enters their classroom. This activity is intended to serve as a positive learning experience for all candidates by providing concrete examples of teaching for critical review.
Individual Behavior Support Plan (50 points)	Each candidate will develop a complete individualized positive behavior support plan. This comprehensive plan must incorporate a) a functional analysis of behavior, b) the intervention plan, c) an evaluation plan, d) an implementation plan, e) all data collection tools used in conducting the initial functional analysis and plan development, and f) copies of forms which will be used for tracking implementation and student progress.
CHAMPS Classroom Management Plan (25 points)	Using CHAMPS or another appropriate framework the candidate will present a comprehensive plan for managing classroom procedures and routines, teaching students behavioral expectations, and managing behavior.
Preliminary Portfolio (25 points)	At the **December** meeting each student will submit their MAT program portfolio for initial review and evaluation. The primary focus of this review is to assess the portfolio to assure that it is clearly organized and that all required components are present. This will minimize the potential for difficulty when the final portfolio is submitted this summer.

COURSE TEXTS:

All students: Wood, J. W**.** (2006). ***Adapting Instruction to Accommodate Students in Inclusive Settings (5th ed.).*** Englewoods Cliffs, NJ: Merrill/Prentice Hall

PREREQUISITES: EDSP 610 EDSP 614 or EDSP 616 (co-requisite if taught in Fall semester)

COREQUISITES: EDUC 650 or EDSP 675

COURSE FORMAT

This course will use:

1. classroom presentation and seminar style discussion of topic.
2. development of a comprehensive professional portfolio which authentically demonstrates mastery of the critical skills.
3. guided practice developing IEPs and behavior management plans
4. group projects and
5. videotapes

LINKAGE WITH CLASSROOM IMPLEMENTATION

Portfolio Assignments. All project developed for this seminar must be tied to direct implementation in the candidate's classroom. This process of skill development will be documented in a comprehensive MAT portfolio. Each candidate will conduct assignments as part of the normal courses of delivering instruction and will integrate artifacts that document these activities into a portfolio as evidence of skill related to the appropriate new teacher standards. **The artifacts will be accompanied by a table of contents and reflection that explains the relevance of each entry to attaining mastery of the new teacher standards.**

A digital copy of this total portfolio will be submitted for final summative evaluation at program completion and retained by the instructor as documentation of candidate's progress

EVALUATION AND GRADING

All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments.

Final mark for the course will be computed based on a cumulative score for the tasks outlined above. Letter grades will be computed as follows:

A	495	550
B	440	494
C	385	439
D	330	384
E		<330

CLASS POLICIES

1. **Confidentiality**: In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to a students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class

2. Any candidate **requiring special adaptation or modification** of course activities or materials as the result of a disability should make his or her need known to the instructor (see note below).

3. **Class attendance is mandatory**. If you are unable to attend a class session the instructor should be notified ahead of time. An alternative activity will be negotiated to assure that you do not miss the content presented during your absence. As noted above, attendance and participation contribute toward marks for this course, therefore unexcused absences will negatively affect the candidate's mark.

4. **Any paper showing evidence of plagiarism from any source will be considered unacceptable** and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor (see note below).

5. **All assignments are due on the date scheduled; that is, no later than 1:00pm of the Saturday Seminar meeting.** In case of unavoidable absence all assignment material must be submitted and delivered on the due date by another student or via electronic submission no later than the 1:00pm Saturday deadline. Failure to submit assignments on time will result in a grade of zero. At the discretion of the professor who grades a particular assignment, students may be given the option to resubmit the first (August) assignment of the semester in order to more accurately comply with the expected level of performance. The resubmitted assignment will then be due one week before the September seminar.

6. In all papers and class discussions **observe the standards for use of "people first" language** as outlined in *Guidelines for reporting and writing about people with disabilities* published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class.

SPECIAL NEEDS ACCOMMODATIONS

Any student with special learning needs as described under **The Americans with Disabilities Act (ADA, 1990)** should contact the course instructor during the first week of classes. It is important to discuss any accommodations that are needed, or that might assist in ensuring that the student is able to complete all the work assigned in the course. In addition, any student who wishes to discuss specific learning difficulties experienced in understanding or completing course requirements is welcome to do so, and should not hesitate in contacting the instructor. The success of <u>every</u> student in meeting the course objectives is the major goal of the course.
Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should

immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/ .

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

SCHEDULE

Class	Class Topics	Reading
August 21	IEP Training – Big East Cooperative; Seminar Orientation – Grace, Lacy, Lester Items due for discussion & critique: Lesson 1, assessment 1 & accommodation 1 – Grace, Lacy, Lester	Wood: Chap 1 pp. 7-24 Chap. 6 pp. 176-182
September 18	Due Process Issues – Lacy Quiz: Wood, Chaps. 2, 6 (pp as assigned) Items due for discussion & critique: Lesson 2, assessment 2 & accommodation 2 - Grace, Lacy, Lester	Wood, Chap 6
October 16	Functional Assessment and Analysis: BSPs - Miller Quiz: Wood, Chap. 6 Items due for discussion & critique: Lesson 3, assessment 3 & accommodation 3 - Grace, Lay, Lester Classroom management plan [CHAMPS]	Alberto & Troutman, Chap 6
November 6	Digital Portfolios; Curriculum-based Measurement - Grace Quiz: Alberto & Troutman 6 Items due for discussion & critique: Lesson 4. Assessment 4 & accommodation 4 - Grace, Lacy, Lester Behavior Intervention/Support Plan	Wood, Chap 7
December 4	Transitions - Hawkins Quiz: Wood, Chap 7 Items due for discussion & critique: Lesson 5. Assessment 5 & accommodation 5 - Grace, Lacy, Lester Preliminary Digital Portfolio	Wood, Chap 13 (quiz in January)

2010-2011 Praxis Test Administration Dates
September 18, 2010 November 13, 2010 January 15, 2011 March 12, 2011 April 30, 2011 June 11, 2011 July 23, 2011

To register call 1-800-772-9476 or
go on line at www.teachingandlearning.org* or www.ets.org/praxis*