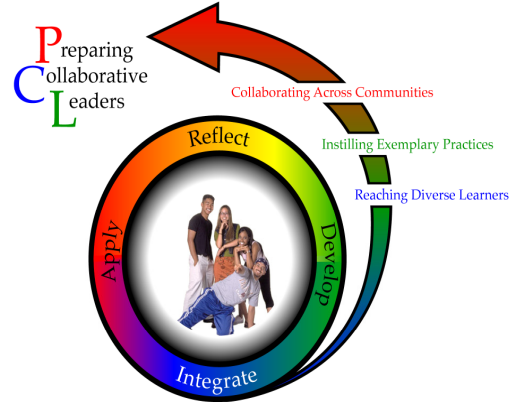


**UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION
SPRING 2012**

SPED 205 - SCHOOL AND COMMUNITY EXPERIENCES IN SPECIAL EDUCATION

Instructor: Dr. J. Todd Stephens
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 Office: HSS 245
 Phone: 836-4328
 Classroom: 226 HSS, 3:00-5:00 (Thursday)



EXCELLENCE AS A JOURNEY

Attendance Policy

Attendance is required: We only have 8 meetings at UWEC. It is very important that you do not miss these lectures. We will have in-class assignments that **cannot be made up**. I allow one missed Thursday lecture, **if it is cleared before we meet**.

Any subsequent misses will result in a 5-point deduction from your total. You are expected to attend your school placement on a regular basis with commitment. I will excuse one miss from your placement (**once again, cleared before the absence with both myself and your cooperating teacher**) and after this, you will lose 5 points from your total points for each subsequent miss. **You must be connected to university email.** I frequently send out e-mail announcements. See me if you are not on UWEC email.

Disposition and Electronics Policy:

You must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include reading a magazine, talking with peers, listening to music, surfing the Internet, or using any non-academic electronic devices during class.

**Points will be deducted for distracting/disrespectful behaviors –
3 points per documented occurrence**

Students with Disabilities

The University of Wisconsin-Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor.

Course Content

The student will:

1. Complete the course objectives.
2. Participate in class discussion.
3. Participate in a placement with exceptional students.
4. Complete all required assignments.
5. Know the Wisconsin Teaching Standards.
6. Attend class at UWEC and your placement with dedication and commitment.

Final Grade

Evaluation by cooperating teacher& time-sheet	36 points
Journal entries/Logs	30 points
Hours of participation/time-sheet	20 points
Assignments	24 points
Final Exam	20 points
Total	130 points

In order to pass this class, you must earn 118 points or more. There are no exceptions. You will not be given a letter grade, but rather an **S/U** at the end of the semester. If you earn 117 points or below, you will receive a grade of U.

Scale for Hours and Participation

<u>Hours</u>	<u>Points</u>
50+	20
45-49	18
40-44	16
35-39	14
30-34	12
25-29	10
20-24	8
Below 20	0

Teacher Evaluation

Your cooperating teacher will evaluate you on 12 criteria on a scale of 1-3. The total possible for your evaluation is 36 points. **No points will be given for evaluations below 23 points.**

SPED 205 Class Meetings

This is a tentative class schedule that **may change** as the semester progresses.

Date	Topics Covered
January 26	Introductions, placement information, Criminal Background Check (CBC), Wisconsin Teaching Standards (WTS), Collaborative Leadership
February 9	Placement information, exceptionalities
February 16	IEPs, inclusive practices
March 8	Placement discussion, behavioral support approaches
March 29	Mid-point discussion, updates
April 19	Career Services
May 3	Wrap up experiences, Gate 1
May 16	Final examination – 3:00-4:50 p.m.

Course Objectives

The course objectives for SPED 205 are aligned with the Wisconsin Teaching Standards. In addition, this course addresses four goals of the baccalaureate degree at the University of Wisconsin-Eau Claire:

- Ability to inquire, think, analyze
- Ability to write, read, speak, listen
- An understanding of values
- Understanding of human behavior and human institutions

Course Objectives	Wisconsin Teaching Standards	Collaborative Leadership Dispositions	Artifacts
1. Observe and assist a classroom teacher and student(s) with individual and group instruction	Reflective Practitioner (9)	1,2,3,4,5	<ul style="list-style-type: none"> • Cooperating Teacher Evaluation • Journal
2. Describe the characteristics of the typical special education classroom including lesson plans, classroom environment, progress monitoring, behavior management techniques, curriculum and adaptations, and teacher’s roles and responsibilities.	Broad ranges of ability (2) Adapt instruction for diverse learners (3) Individual and group motivation (5)	1	<ul style="list-style-type: none"> • Journal • Behavior Management Paper
3. Demonstrate positive interpersonal relationships with peers, students, and staff in the public schools.	Fosters relationships (10)	1,4	<ul style="list-style-type: none"> • Cooperating Teacher Evaluation • Letter to teacher • Journal
4. Demonstrate proficiency in written and oral expression.	Verbal and nonverbal communication (6)	1	<ul style="list-style-type: none"> • Cooperating Teacher Evaluation • Letter to teacher • Journal • Final exam
5. Reflect upon the purpose/rationale for lessons observed/taught.	Reflective practitioner (9)	2	<ul style="list-style-type: none"> • Journal
6. Reflect upon the decision to teach students with disabilities.	Reflective practitioner (9)	NA	<ul style="list-style-type: none"> • Journal • Final exam
7. Discuss and practice universal hygiene procedures	NA	NA	NA
8. Discuss criteria for admission to College of Education and Department of Special Education.	NA	NA	NA

Conduct at Your Field Experience

While in the public schools, you are representing UWEC. We expect you to conduct yourself in a highly professional manner. This includes the way you dress, talk, and live up to your responsibilities. Dress like your cooperating teacher dresses. Speak to your cooperating teacher like a supervisor. Interact with the students as an authority figure, though you are not quite in that position. Be as accommodating as possible to your teacher. If getting there 15 minutes early means less disruption to their class, and you can do it within your schedule, do it! Take initiative but show respect for someone else's room and place of work. At times it may seem you are walking a fine line, but ask others to help you make wise decisions.

Your cooperating teacher has almost one-third of the input in your final grade. You should be able to figure out early on if you have a conflict with that teacher. Communication is crucial! I cannot help you if I don't know there is a problem. Ask the teacher for a midterm evaluation so you can make improvements if you need to. Once the teacher has completed your final evaluation, it is too late to try to fix a problem.

By far the majority of the responsibility of the content of this class falls on you and I expect you to act accordingly. I am here to guide and facilitate your experiences, but I cannot address issues if you do not bring them to my attention.

The following comes directly from the Field Experience Office:

- If you have a tattoo, it should not be visible to the children and should never be a topic of discussion.
- Piercings in places other than ears should not be displayed (remove during your placement).
- No tank tops, crop tops, very short or very tight skirts or pants, or low-rise pants.
- If you smoke, make sure you brush your teeth thoroughly before arriving at your placement. The students should not be able to smell cigarette smoke on you or your clothing.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes:

Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: reflection paper, journals).

Creative and Critical Thinking

- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: journal, reflection paper).

Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: class discussions, journals, final exam).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: class discussions, journals, final exam).

Wisconsin Teaching Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of the *subject matter* meaningful for pupils.
2. The teacher understands how children with *broad ranges of ability* learn and provides instruction that supports their intellectual, social and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can *adapt instruction to meet the diverse needs of the pupils*, including those with disabilities and exceptionalities.
4. The teacher understands and uses a *variety of instructional strategies*, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of *individual and group motivation and behavior* to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses effective *verbal and nonverbal communication* techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. The teacher *organizes and plans systematic instruction* based upon knowledge of subject matter, pupils, the community and curriculum goals.
8. The teacher understands the uses of *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupils.
9. The teacher is a *reflective practitioner* who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seek out opportunities to grow professionally.
10. The teacher *fosters relationships* with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Collaborative Leadership Definition

In addition to the Wisconsin Teaching Standards, all students will be assessed on their progress toward the Collaborative Leadership Dispositions listed above. The Teacher Education Program at UW-EC defines collaborative leadership as:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Journal for SPED 205

1. You are required to submit journal entries totaling at least 30 points for this course. Journal entries are worth 10 points. You must complete at least 3 journal entries. You may choose the days upon which you will reflect. Since you are allowed to choose the days, each journal/log needs to be thoughtful and well written. Do not state: *“Not much happened that day.”*
2. All journal entries must be submitted electronically by the procedure described in class. Please note: These journals will be used for admission to program and your final portfolio. Do your best work!
3. Journal entries should include a heading with your name, your school and/or teacher’s name, and the date. When you save your document, save as “your last name and journal number.” For example, “smith3” is Mary Smith’s 3rd journal entry.
4. A journal entry must be at least 2, **but no more** than 3 double-spaced pages (or equivalent).
5. Journals should follow the ABC format (below) described in class. These should be used as headings in all submissions
6. Each journal entry is worth 10 points. Points will be assigned according to the following:

Rating	Content – ABC Format	Composition
10 = Excellent	<ul style="list-style-type: none"> • Concise and meaningful description of what was happening in the classroom. (Behavior) • At least 3 statements that address the <u>A</u>ffective domain. (What were your emotions/feelings?) • At least 3 statements that address the <u>C</u>ognitive domain. (What were your thoughts/opinions?) 	<ul style="list-style-type: none"> • Clear, concise sentences • Varied sentence structure • Superior word choice • Correct paragraphing • Correct mechanics • Clear focus on and full development of topic • Professional appearance • Excellent organization • Effective use of transition

- **Journals** can be submitted electronically. I will likely give you journal prompts to help you with some ideas.
 - Week of February 16th
 - Week of March 29th
 - Week of May 3rd

**SPED 205 Assignment #1:
Letter to your Cooperating Teacher
Due Thursday, February 2, 2012 (8 points)**

For your first assignment, you will write a letter introducing yourself to your cooperating teacher. The letters will be submitted to me electronically by noon on February 2. When placements are finalized you will complete the letter and deliver a copy to your cooperating teacher on the first day of your placement. These letters need to be completed on time and follow the format discussed in class (full block format, everything lined up at the left margin).

When I return these letters, they need to go in your WTS portfolio under Standard 10. You should also place a copy of this assignment description in your portfolio.

Include the following information in your letter:

1. Your name and as much background information as you are comfortable sharing about yourself.
2. Your major and area of certification.
3. Any coursework you have previously completed in Education/Special Education or any you are doing right now.
4. Any work (volunteer or paid) that you have done with children with special needs.
5. What you expect to accomplish in your SPED 205 placement.
6. Why you have chosen to work with children with special needs.
7. Any anxiety you may be feeling at this time (be honest!).

Have someone proofread this for you because it needs to be error-free!

**SPED 205 Assignment #2:
Behavior Management in the Classroom
Due April 29, 2012**

Take a moment to reflect on the behavior management system at your placement. Consider the following:

- Is the system based on punishment or positive reinforcement?
- Is the system individualized or one size fits all?
- Does the system work to extinguish the behavior or replace it with another?
- Is it consistently executed?

Write an essay in the following format:

Paragraph 1: Describe the behavior management system at your placement.

Paragraph 2: Focus on the strengths of the system. What part(s) of the system work well?

Paragraph 3: What are some of the weaknesses of the behavior management system used at your placement?

Paragraph 4: If you had the power to change the system, what would you continue to do the same and what would you do differently?

This assignment is worth 16 points. A 16-point paper will meet the following criteria:

- Demonstrates reflective thinking
- Discusses topic in sufficient depth
- Clear, concise sentences
- Varied sentence structure
- Superior word choice
- Correct paragraphing
- Correct mechanics
- Clear focus on and full development of topic
- Professional appearance
- Excellent organization
- Effective use of transition

Sample Essay Questions for SPED 205

On the day of your final exam you will be asked to write about one of the following topics. Prepare your ideas on each item since you do not know which question you will be assigned.

1. What is a “good” teacher? Explain the characteristics (knowledge, skills, and dispositions) you would expect to see in an exemplary teacher.
2. Explain when you first knew you wanted to be a special educator and explain your professional goals, especially as they relate to the Wisconsin Teaching Standards.
3. You tell someone that you want to become a special educator and they respond, “Wow. You must have a lot of patience.” Is patience an important disposition for being a special educator? Explain your answer. What do you believe is the most important disposition for a special educator to have and why?
4. What does the term “collaborative leadership” mean to you? Describe someone you know who demonstrates collaborative leadership. What qualities do you possess in this area? In what areas do you still need to improve?
5. Rank order the five collaborative leadership dispositions adopted by the teacher education unit at the University of Wisconsin-Eau Claire from your area of greatest strength (1) to the area where you need the most improvement (5). Explain your rankings.
6. Choose a situation from your SPED 205 placement that allowed you develop knowledge, skills, and/or dispositions associated with the ten Wisconsin Teaching Standards. Describe the situation and explain how it helped you develop as a professional.
7. Choose three of the Wisconsin Teaching Standards. What progress have you made toward meeting these standards? What goals do you have related to these standards?