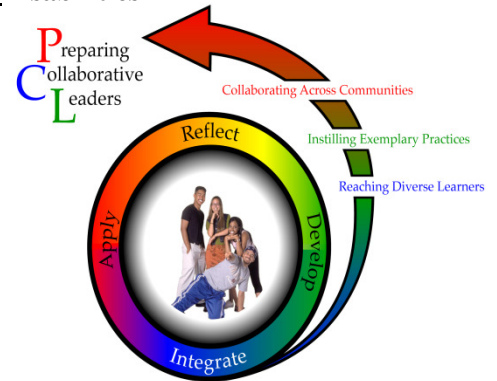


**Special Education 301/501**  
**Observation & Participation of Students Without Disabilities**  
**Course Objectives and Requirements**  
**Spring 2009**

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Room 202 HSS Tues. 12:00-2:45 PM



EXCELLENCE AS A JOURNEY

**Course Description:**

Fieldwork with children without disabilities in order to acquire a more complete understanding of typical and atypical child growth and development and general education curriculum.

**Objectives:**

1. Provide future teachers with experiences in teaching children *without* disabilities in order to enhance their understanding of normal and atypical child growth and development in the general education classroom.
2. Provide future teachers with opportunities to understand the similarities in children *without* disabilities and children *with* disabilities.
3. Enhance future teachers' abilities to provide early intervention/educational services for children with disabilities in environments that approximate those of children *without* disabilities.
4. Provide the opportunity for future teachers to have a better understanding of how the early reading process is taught, classroom management techniques, and effective planning of lessons (weekly or daily).
5. Meet Wisconsin Department of Public Instruction requirements for special education teacher certification: **Pre-Student Teaching Experience with Nondisabled Children.**

**Future teachers, at the end of this class, should hopefully be able to reflect back on their field experience and feel that it has addressed the following Wisconsin Teaching Standards:**

The teacher understands the central concepts, tool of inquiry, and the structures of the disciplines he or she teaches and create learning experiences that make these aspects of subject matter meaningful for pupils (#1). Approximately 70 hours of field experience.

The teacher understands how children with broad ranges of ability learn and to have been able to provide instruction that supports their intellectual, social, and personal development (#2).

The teacher has the beginning knowledge of various instructional strategies (#4). (Lesson Plans, Daily Schedule, Imbedding Behavior Management, Different approaches to teaching reading to early learners).

Teacher organizes and plans a systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals (#7) Teaching reading lessons and plans

Teacher is a reflective practitioner who continually evaluates the effort of his or her choices and actions on pupils in a learning community (#9). Journal and final presentation

**Definition of Collaborative Leadership:**

- *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.

**Activities:**

1. Observe and assist a classroom teacher and student(s) with individual and group instruction in a general education environment.
2. Demonstrate positive interpersonal relationships with peers, students, and staff in the school.
3. Demonstrate proficiency in written and oral expression (written assignments/class discussion).  
Examples:
  - Discuss effective lesson plans and instructional objectives, reflect on the purpose/rationale for lessons that they teach or observe.
  - Describe the teacher's role and responsibilities.
  - Discuss examples of classroom management techniques.
  - Compare/contrast principles of learning/teaching styles in general & special education classes.
  - Identify similarities and differences of children with and without disabilities.
  - Discuss, observe, and diagram classroom environments.
4. Demonstrate the ability to teach lessons from assigned field experience activities (Dr. Umber's and Art's reading literacy assignments). Have an understanding of various reading techniques and strategies for early learners.
5. It is highly recommended that you arrange with your cooperating teacher to make up hours due to absence.
  - If you need to make up hours that you may have missed due to an illness, please let me know of your makeup procedure.
  - Attendance at all classes is required. These classes are intended to support students in their placements and to reinforce your use and knowledge of reading techniques for early learners.
  - Discussions about observations, assignments and placement challenges will drive these meetings. Topics of discussion related to the classroom will be generated from both instructors and students.
  - It is only polite and professional to let your instructors and cooperating teacher(s) know of an absence. Please do not fail to let us know if you need to be gone. **Being unexcused will result in a reduction in your grade. Your cooperating teacher will depend on you to be at school!**

**Class Dates for SPED 301:**

SPED 301 only students will have a little different approach to the class due to credit hours required and time commitment.

**Requirements/Class Assignments:**

1. Report to cooperating teacher and participate in assigned field experience activities.
2. Keep records of field experience hours using **Clinical Hours in SPED 301/501 (blue) form.** Cooperating teacher must sign completed form, which must be turned in to Art Brandt during scheduled SPED 301 or C&I 305 class during Midterm and finals week
3. Complete 3 Directed Observation/Reflection . We will discuss as a group about some ideas for observations and interactions in the school environment and will give needed “prompt questions.” Dated anecdotal notation is a very good way to reflect, recollect, and record what you have done each time you visit school.
4. **Teacher professionalism:** Conduct oneself in a manner to receive a “satisfactory” evaluation by the cooperating teacher on the items of conduct listed on the attached SPED 301/501 Evaluation Form to be turned on dates in #2. These will be considered late if not turned in by the start of class time on the due date and will be docked 10 pts./day late. Receipt of a less than satisfactory evaluation from cooperating teacher, no teacher evaluation, or unsigned evaluation may result in a grade of “U”.

**Evaluation Points are assigned on the following basis:**

	*Hours of Participation	Points
Participation in Field Placement (approx. 5.5/6 hrs.per week)	Approx. 65-70 hrs	100
Midterm Evaluation of Performance	- max 36 pts.	
Final Evaluation of Performance	- max 36 pts.	
Directed Observations/Reflections	- 45 pts.	
Letter to Parents	- 10 pts.	

TOTAL 227

Falsification of dates or hours of participation may result in an immediate grade of "U".

FINAL GRADE: S/U  
S = or greater than 182 points ( B- equivalent or 80%)