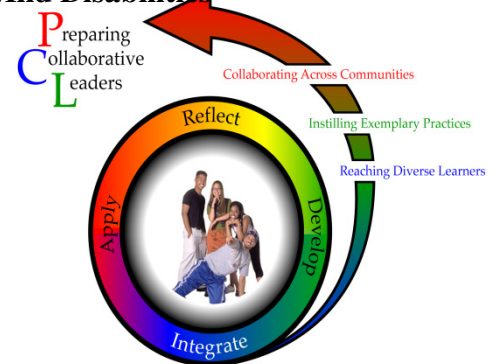


**University of Wisconsin – Eau Claire**  
**Department of Special Education**  
**Course: SPED 404**

**Pre-Student Teaching Experience with Individuals with Mild Disabilities**  
**Fall 2009**

Instructor: Art Brandt, MS E  
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Office Hours: 8:00-11:00 M/T/W/TH  
Class Times: Friday's 8:15-9:30 AM  
Room: HSS 202



EXCELLENCE AS A JOURNEY

**Dates for Sped 404 - All on Friday : Sept. 4, 11, 25, Oct. 2 and Oct. 30, Nov. 6, 13, 2009**  
**Final: Monday December 14, 2009 @ 8:00 AM in Room HSS 202**

**Dates out in the field for Sped 404/Sped 431: Oct. 5 – Oct. 27 & Nov. 16 – Dec. 11, 2009**

**Course Description:**

Students will observe, interact (with), and reflect (in regards to) individuals with mild disabilities. Students will also demonstrate effective teaching skills out in the field and will participate in teaching projects relevant to their placements and as assigned in SPED 431 or by SPED 404 instructor.

**Course Objectives (Standards, Artifacts, and Dispositions included)**

1. Students will interact with colleagues in a professional manner (WTS 10; cooperating teacher rubric; dispositions 1, 3, 4).
2. Students will plan, organize, and deliver effective instruction to individuals or small groups of students (WTS 2, 4&7; coop teacher evaluation rubric; dispositions 2, 4).
3. Students will demonstrate the use of techniques that result in a high degree of academic engaged time. (WTS 5, 7; coop teachers evaluation rubric, lesson plans; dispositions 1, 2, 3).
4. Students will use behavior management techniques that emphasize positive reinforcement and contribute to a positive learning environment. (WTS 5, 7; coop teachers evaluation rubric, behavior change project; dispositions 1, 2, 3).
5. Students will recognize and diagnose student why students succeed or make errors and be able to provide positive praise or correction along with reinforcement and remediation. (WTS 3, 6, 8; lesson plans; dispositions 2, 3, 4).
6. Students will learn how to effectively monitor student academic progress (WTS 3, 8; progress monitoring project; dispositions 2, 3, 4).
7. Students will demonstrate critical thinking as they reflect on their teaching experience; (WTS 9; lesson plan and journal reflections; dispositions 5).

It is the goal of the SPED 404 experience that emerging teachers will be able to apply new technological techniques or approaches in an effective manner to meet the Wisconsin Teaching Standard #4.

### **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.

### **SPED 404 Fall 2009**

#### **Class Assignments to be completed out in the field or via e-mail**

1. Compare and Contrast Project – Will supply an example.
  2. Progress Monitoring related to a social, *academic*, or behavioral goal.
  3. E-Mail Communications related to instructors prompts
  4. Attending and being an active participant in the IEP process.
  6. Ecological/Environmental Survey and Checklist – w/a reflection
- #1. **Compare/Contrast Project – (20 pts)** - We will work on this assignment in the large group in our 1<sup>st</sup> Friday meeting. This project will include some ideas on using behavior management techniques learned in your other special education courses (specifically 306). **(Due: 12/7/09 or before)**. We will have classroom discussion on this assignment.
- #2. **Ecological/Environmental Analysis – (10 pts)** - To be completed during your first 3 weeks out in the field. **(Due: 10/30/09)**
- #3. **Progress- monitoring – (20pts)** - Generate a progress-monitoring instrument that may include charts or graphs, anecdotal information for a specific individual or group being taught. Progress-monitoring may be related to a specific behavior that one would like to increase or decrease, a social or adaptive skill to be learned, or some area of academic achievement (writing, math, reading, vocabulary etc.). Not related to Sped 431  
Due: Open for discussion. **(Due Dates: Either 10/30/09 or 12/11/09)**
- #4. **E- Mail Communication Prompts – 2 total - (15 pts):**
- a. IEP Process (5 points) : Generate 5 questions related to the IEP process that you find interesting, hard to figure out, or the goal/objective writing process, or just why do we have all those pages to fill out!? Your questions will be used for a seminar day discussion (5pts). **(Due by November 1-3 for 11/6/09 seminar)**
  - b. Do you still like teaching? – (10 Pts.) What are your thoughts related to special education and the schools and your role as a teacher or potential teacher in “the system”? **(Due day of 404 final - 1.5 pages min/2 pages max.)**

- #5. **THE IEP- (20pts)**: This little item is what makes all teachers in the special education field a little queasy. IEP's can be time-consuming, confusing, difficult to complete, redundant, legal, inconsistent from school to school, and difficult at times to follow through on. We will take some time as a group to talk about this process in class. For class I would like you to:
- You will need to be a part of the IEP meeting at your placement, understand the role of the IEP team, perhaps be part of writing a goal or at least understand how goals are generated along with the objectives related to those goals from the PLAAFP. It would be beneficial for you to be able to understand a bit about all those pages in the IEP.
  - Sit in on an IEP meeting. Reflect on the meeting; who attended, what did you learn, and observe.
  - Write a measurable goal related to academic, social or behavioral needs.
  - Writing Measurable IEP Goals and Objectives* by B. Bateman (2006)  
The project summary may be turned in at any time throughout the semester.
- Due Date: Anytime during the semester up to the last week of your 2<sup>nd</sup> field experience.**

**Field Based Points:**

- #6. **Field Experience Evaluation (60 pts) - (57 pts)** and final time sheet (3 pts). Must have both evaluations for special education files. Final evaluation will be used towards final grade. 1<sup>st</sup> Evaluation will be used as a progress indicator.
- #7. **Attendance/Hours in the Field** – 6 weeks x 5 days @ approx.3/3.5 hours per day (30 days) in the field. **Minimum hours are 90+/-** and that does not include driving to and from your placement! Some of you will put in more time. 2 pts per day = (60 pts)
- #8. **Friday seminar days** – 7 dates x 5 points per class (35 pts)

**Grading For SPED 404: Total 240 points**

226-240	A	94-100%
216-225	A-	90-93%
209-217	B+	87-89%
198-208	B	83-86%
191-197	B-	80-82%

Nobody should be under this grade, but....

190-185	C+	77-79%
184-175	C	73-76%

**SPED 404 – Fall 09 Seminar Dates – May be subject to a little change!**

- September 4 Initial meeting to do introductions, discuss syllabus, assignments, grading, placement concerns, becoming part of the school community, attendance, dress, and getting started!  
Dispositional components to field based work.  
Go over evaluation process and dispositions.
- September 11 a. Observing behavior in the classroom  
b. Imbedding behavioral objectives into your lesson planning
- September 25 Interactions with paraprofessionals and support staff
- October 2 Speaker, Chad Erickson, Principal at Sherman Elementary School
- October 30 Progress Monitoring – academic/social/behavioral
- November 6 Discussion and group interaction pertaining to the IEP process. The process of writing measurable, meaningful goals for your students will be demonstrated and discussed.
- November 13 Presentation – Dr. Joe Morin

**Please remember that I or other staff members are always willing to answer (or attempt to answer) questions that might arise while out in the field or in class. If you need assistance with your placement make sure that you do not wait till the problem (s) get's (get) too big to be solved or resolved.**