

UNIVERSITY OF WISCONSIN- EAU CLAIRE  
Department of Special Education



Spring Semester 2012  
Course: SPED 476:  
Professional Practices in Special Education  
Meeting: Th: 5:30-7:00 HSS 179

Instructor: Rose Battalio Ph.L.  
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Office hours by appt.

### Overview

This course provides a capstone experience in Special Education where graduating students organize and synthesize information from previous coursework within the context of intensive field experience. The seminar provides a forum for students to apply their knowledge and critical thinking skills, to make connections between their placements and current research, and formulate their role within the parameters of collaborative leadership.

### Course Objectives

1. Apply knowledge and critical thinking skills to solve instructional and behavioral problems. (WTS 1, 4, 5, 7, 9 and CL)
2. Examine the role of a collaborative leader with respect to engaging in professional communication, to exploring challenges in the role of consultant, and to managing relationships with school personnel (such as, paraprofessionals, school psychologists, other teachers) (WTS 6, 9, 10, and CL)
3. Use current research to make informed decisions about classroom practice and educational reform movements (such as, RtI, co-teaching practices). (WTS 1 and 9)
4. Demonstrate professionalism at the management level through activities that focus on entry into field (Gate 3 presentation, mock interviews, PDP). (WTS 1, 6, 9 and CL)

*CL = Activities that support the development of Collaborative Leadership skills*

### UWEC Liberal Education Learning Goals:

. For each goal, several artifacts have been listed that may be used for your portfolio.

**Knowledge of Human Culture and the Natural World:** will demonstrate a depth of knowledge about human culture and/or the natural world. (Reflection, Problem Solving)

**Creative and Critical Thinking:** will develop creative thinking skills that include creative expression and/or creative approaches to problem solving. (PDP, Reflection, Problem Solving)

**Effective Communication:** will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts. (Presentation, Problem Solving, chapter discussion)

**Individual and Social Responsibility:** will develop skills and values for ethical reasoning and life-long learning and will connect their knowledge and skills to social and civic contexts. (Presentation, Problem Solving, chapter discussion)

**Respect for Diversity among People:** will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Presentation, Problem Solving)

### **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.*

### **Course Outline**

- |             |                                                                                                                                                                                                                     |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 20  | First Student Teaching Seminar<br>Introduction, syllabus review<br>Review of behavior interventions-Daniels Article<br>Reference Manual from SPED 306 Activity                                                      |
| February 2  | <b><i>Problem Solving Activity --Come with defined challenge</i></b><br>Conflict Resolution techniques (Peer to peer, teacher to student, teacher to teacher)<br><i>Positive interactions-audio taping activity</i> |
| February 16 | PDP development and assignment- Bring Gate 2 review<br>Working with Paraprofessionals (Bring examples)                                                                                                              |
| March 8/15  | Mock Interviews<br>Read chapter 6 and identify at least 3 ideas/concepts that you found useful<br>Johns, B. H., McGrath, M.Z., & Mathur, S. R. (2006). <i>Surviving the internal politics within the school.</i>    |
| March 29    | Mandates and Laws (Bring Plain Language manual SPED 402)<br><i>Dr. Dempsey will be here to answer law questions.</i><br><b>Problem solving activity due</b>                                                         |
| April 13    | ( <i>Second Field Experience Seminar</i> )<br>Certification information and PDP process<br>Inclusive Practices                                                                                                      |

April 28 (B 253) 1<sup>st</sup> and 2<sup>nd</sup> year teachers “Real Life”!!!  
(Saturday) Department Exam  
9:00 -12:00 Gate 3 reflection sharing  
**Electronic version of PDP due**

**Electronic reflection of 1<sup>st</sup> and 2<sup>nd</sup> year teachers “Real Life!!!” due May 4th**

May 10 Gate 3 presentation

### Course Requirements

1. Attend, participate, and demonstrate professional conduct in the scheduled seminars. (5 pts per Class, Saturday morning worth 10 points) (Total **45 points**)
2. For **January 20<sup>th</sup>**
  - Revisit your SPED 306 binder and come with three techniques/ideas that you can implement your current classroom. (**5 points**)
  - Read Daniels article and provide one thought, idea, or AHA moment and one question for the class.(**5 points**)
2. On **February 2<sup>nd</sup>**:
  - Bring one problems/challenges to share and work through with group. You will be responsible to fill out the problem solving form and report/reflect on success. **Problem Solving activity due March 29 (10 points for completed write-up)**
3. On **February 16<sup>th</sup>** bring your review sheet from Gate 2. You will write a practice PDP and use the review from Gate 2 to formulate a PDP plan. **PDP due by April 28 in an electronic format (10 points)**
4. On **March 8<sup>th</sup>** bring in written form at least 3 ideas/concepts from the chapter about the internal politics of schools that you found useful. (**5 points**)
5. Second part of Gate 3 process:
  1. Provide a reflection on a selected standard. This reflection will be no more than 2 pages. It should describe the following: (**Draft is due Aril 28 for peer sharing**) (**30 points**)
    - a. The description of the standard
    - b. How and why your artifact fits your selected standard
    - c. How and why your artifact fits the standard of collaborative leadership.
    - d. How you have grown in the standard of collaborative leadership (rubric).
    - e. How does the artifact demonstrate your growth throughout your education at UWEC
    - f. How does the artifact demonstrate your students’ learning

6. On **May 10<sup>th</sup>**, you will participate in a professional presentation of your selected standard.  
During this presentation you should:  
    Explain your interpretation of the standard.  
    Explain your growth within this standard and collaborative leadership.  
    Provide a rationale of why your selected artifact demonstrates this growth.  
    Provide evidence of student learning based on this standard.
7. Write a one-page summary “Meeting with teachers”. What did I learn? What makes me nervous? What do I feel better about? Due on **May 4<sup>th</sup>**. (5 points)

**Grading Criteria**

A 94+    A- 92-93    B+ 89-91    B 85-88    B- 83-84    C+ 80-82    C 75-79    C- 73-74

**Attendance Policy**

You are expected to attend all class sessions and actively participate in class. Illness must be verified by a doctor’s excuse or the Associate Dean of students to be considered as an excused absence. Consultation prior to class concerning attendance at 1 scheduled Parent - Teacher conference is required.

**The instructor reserves the right to change requirements or course outline as deemed necessary.**