

**AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership, Counseling, and Special Education  
SPECIAL EDUCATION PROGRAM**

**SPED 6013B  
MAT INTERNSHIP IN SPECIAL EDUCATION  
3 SEMESTER HOURS**

**SPED 6013B MAT Internship in Special Education (3-0-3)**

**Professor:** Lori F. Anderson, Ph.D.

**Class Times and Location:** Thursday evenings, 5-7 pm University Hall, 348

**Office:** 302 University Hall

**Office Hours:** M: Noon to 4 pm; T-W: 1-4 pm

**E-mail:** [lander18@aug.edu](mailto:lander18@aug.edu)

**Phone:** 706-792-2460

Hours: 3 Semester Hours

Websites: [http://www.aug.edu/teacher\\_development/practicum.htm](http://www.aug.edu/teacher_development/practicum.htm)

<http://college.livetext.com/>

[http://www.aug.edu/teacher\\_development/graduate.htm](http://www.aug.edu/teacher_development/graduate.htm)

(videos on program requirements)

**COURSE DESCRIPTION:**

The student will gain first-hand experiences working with students in an inclusive public school class; the emphasis is on writing and implementing lesson plans. Students will be placed under the supervision of a master teacher if they are not currently working. Prerequisite(s): SPED 6009 and SPED 6010;

Students With Disabilities: Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.

**TEXTBOOKS AND READINGS:**

1. Rosenberg, M. S., O'Shea, & O'Shea (2006). *Student teacher to master teacher: A practical guide for educating students with special needs*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-117311-1
2. LiveText (Required by COE)
3. APA-6<sup>th</sup> Edition (Required by COE)
4. Teacher Competency (TCOF) Definitions and handouts (supplied by instructor)
5. Peer-reviewed literature on empirically-validated teacher competencies (supplied by student)

## LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

### **COURSE OBJECTIVES AND GENERAL PRACTICUM GUIDELINES:**

- This is one semester of full time teaching in the certification field (75 days).
- Students are expected to be on time at the start of the school day and observe the same number of hours as a full time teacher. This includes participation in faculty meetings, parent conferences, PTO events, bus duty, lunch duty, etc. Students are expected to attend anything their Mentor Teacher attends (unless they don't have permission to do so).
- Attendance must be documented through the school's attendance records (a print out signed by a school official) OR using the forms found online at [www.aug.edu/teacher\\_development/fieldexperience.htm](http://www.aug.edu/teacher_development/fieldexperience.htm). Students are required to obtain the signatures of the Mentor Teacher to document attendance. Graduation paperwork as well as final grades cannot be submitted by your University Supervisor until all information is completed and verified. Students missing any days (full or partial) must make them up at the end of the Practicum experience. If you are absent or will be late, you are expected to contact your school and your University Supervisor immediately!!!
- Professional dress is expected at all times. Practicum students must wear appropriate attire when engaged in the Practicum course.
- Students may take a maximum of two classes along with their Practicum.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

#### **Element: Prepared (PD)**

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

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P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

### **Element: Able (AD)**

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

### **Element: Responsive (RD)**

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **COURSE-SPECIFIC STANDARDS:**

SPED 6013 for MATs is designed to meet the NCATE requirement for differentiating teacher education instruction for provisionally certified special educators. Toward this end, SPED 6013B will emphasize explicit instruction in, and practical application of, empirically validated classroom competencies for teachers of students with disabilities. Upon successful completion of this course, students will meet a common core of knowledge and skills essential for general and special educators to support students of diverse needs and abilities by demonstrating the following competencies:

The student will:

1. Demonstrate knowledge of research-based teaching methodologies, strategies, and techniques to meet the diverse needs of students with diverse needs and abilities.

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- (PSC/NCATE 1,3; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
2. Utilize technological advances to meet the needs of individuals with disabilities. (PSC/NCATE 1; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
3. Create and modify a lesson plan to meet the needs of students with a specific disability and/or multiple abilities; provide additional strategies and activities that may be needed to facilitate maximal achievement. (PSC/NCATE 7; INTASC 7,8; BOR IIB(3); CEC: CC7K1-3, CC7S10,11)
4. Foster acceptance and willingness to teach individuals with disabilities. (PSC/NCATE 1.4; INTASC 1,5,10; BOR IIB(3); CEC: GC7K1,3, CC8S8, CC9K2, CC10S7, 9, CC1S1)
5. Demonstrate proficiency in oral and written communication. (PSC/NCATE 8; INTASC9; BOR II; CEC: CC9S7,8,9)
6. Demonstrate proficiency in the observed application of empirically-validated teacher behaviors.
7. Mentor teacher candidates, newly certified teachers, and other colleagues. (CEC-ACC1S4)
8. Identify and use research literature to resolve issues of professional practice (CEC-ACC3S1)
9. Identify and use evidence-based practices validated for specific characteristics of learners and settings (CEC-ACC3K1)
10. Evaluate and modify instructional practices in response to ongoing assessment data. (CEC-ACC3S2)
11. Use educational research to improve instruction intervention strategies and curricular materials. (CEC-ACC3S3)
12. Advocate for evidence-based practices in assessment. (CEC-ACC4S3)
13. Model ethical behavior and promote professional standards (CEC-ACC5S1)
14. Implement practices that promote success for individuals with exceptional learning needs. (CEC-ACC5S2)
15. Disseminate information on effective school and classroom practices (CEC-ACC5S4)
16. Create an environment which supports continuous instructional improvement. (CEC-ACC5S5)
17. Develop and implement a personalized professional development plan. (CEC-ACC5S6)
18. Collaborate to enhance opportunities for learners with exceptional learning needs) CEC-ACC6S1)

### **METHOD OF INSTRUCTION:**

Students in SPED 6013B are expected to demonstrate competence in 4 areas: **1)** the delivery of direct instruction, lesson planning, and accommodations for students with disabilities, **2)** video-taped and live lesson observations accompanied by lesson summaries, teacher behavioral data, & self-reflections, **3)** electronic documentation of their e-portfolios and completion of ISL via Livetext, and **4)** pedagogical content knowledge as demonstrated by tests and course assignments.

### **1. INSTRUCTION**

- Every Practicum experience is different. Some Practicum students will be full-time teachers and as such are expected to teach all day. However, for Practicum students who have been placed in a school, it is recommended that the Practicum student teach at least 75% of the day by

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midterm (according to ASU's calendar) and 100% of classes by the tenth week of the Practicum. Students are expected to teach full-time a **minimum** of three consecutive weeks. Time spent performing primary teaching duties resembles the Bell curve.

- **Lesson Plans** must be submitted and approved by the Mentor Teacher prior to teaching. The Mentor Teacher should approve the format used for all lesson planning. **All** lessons taught *must* be accompanied by a lesson plan.

- **Impacting Student Learning Unit** - The Practicum student will plan a 2 – 3 week (whole class) unit of study. See template in LiveText under Assignments Folder.

- **Midterm Evaluations** should be completed by the Mentor Teacher and Practicum student at least a week before the midterm date and submitted via LiveText. Students should complete a Midterm **Self-Evaluation** to share as well. The Mentor Teacher and Practicum student meet beforehand to discuss evaluations thoroughly. Midterm Evaluations will be shared (in a conference) with the University Supervisor, Mentor Teacher and Practicum student during the week before midterm.

- **Students will videotape themselves teaching a minimum of two times.** Students need to complete a self reflection form on each videotaped lesson. Students will also complete 3 additional self-reflections on lessons they deliver that have not been videotaped. (5 total)

- **Interventions** can be requested by the Mentor Teacher, Building Coordinator, School Administrator, or the University Supervisor at any time. Please see ASU's website for the **Professional Qualities Intervention Plan**.

## 2. OBSERVATIONS

- The Mentor Teacher formally observes at least three times using some type of written feedback and at least one observation should occur before midterm. The **Lesson Evaluation Form** is available on the ASU Teacher Education Website (or the evaluator can use another form). These should be scanned into LiveText by the Practicum student.

- The school administrator (or his/her designee) will evaluate the Practicum student (using the school's evaluation form) once during the Practicum. This should be scanned into LiveText by the Practicum student.

- The Practicum student will also complete the Self-reflection Evaluation Form using the **Lesson Evaluation Form** at least three times during the course of the Practicum experience *in addition to* the 2 video self reflections, **for a total of 5 self-reflections**. These documents should be scanned into LiveText by the Practicum student.

- The ASU University Supervisor will conduct periodic observations of the Practicum student. These visits will be a combination of announced and unannounced trips. Documentation of each visit will be kept on file. The University Supervisor is required to observe the Practicum student and give feedback a minimum of 3 times. At least one observation should occur before midterm. These evaluations should be scanned into LiveText by the Practicum student.

- It is suggested that the Practicum student observe at least two of their peers delivering direct instruction to, and providing accommodations for, students with disabilities.

### **3. E-PORTFOLIOS (1100 points)**

- **LiveText Portfolios** will be shared at the Exit Conference held during the final week of Practicum. They should include:

**i. Lesson Feedback Forms** (minimum of 7) The University Supervisor will have formally observed the Practicum student at least 3 times. The Mentor Teacher will also observe a minimum of 3 times and should use the Candidate Evaluation Form (Practicum Rubric) on LiveText. An administrator or designee will observe at least once.

**ii. Sample lesson plans** (include in Conceptual Framework Principle artifacts) – 5

**iii. Evidence of parent contacts**

**iv. Lesson Self-Reflection Forms** (a minimum of 3)

**v. Video Clips of at least 2 Lessons and Self-Reflections** (beginning and end of experience) – 2

**vi. Attendance Documentation** showing 150 hours of teaching (scanned into LiveText). The original document should be completed and signed by the appropriate personnel and turned in at the Exit Conference.

**vii. Final Evaluation Form / Practicum Teacher Guarantee** (which includes **Mid-Term Evaluation Form**). These forms should be submitted via **LiveText**.

**viii. ISL (Impacting Student Learning) Unit.** This assignment must be submitted via **LiveText** before the final Exit Conference Date. Graduating students must have a **complete Electronic Portfolio** submitted via **LiveText** by the Exit Conference date. See Teacher Education website for **Electronic Portfolio Checklist for Initial Certification Program**. Students graduating the following semester will be required to submit their e-portfolios via LiveText by the end of the 13<sup>th</sup> week of the following semester.

- **A Mandatory Certification Meeting with Julie Gray will be held at ASU in December or May (depending on graduation date). The dates are posted on [http://www.aug.edu/teacher\\_certification/Graduate\\_Cert\\_meeting.pdf](http://www.aug.edu/teacher_certification/Graduate_Cert_meeting.pdf)**

Please email Julie Gray [jgray@aug.edu](mailto:jgray@aug.edu) to let her know which meeting you will attend.

### **4. ASSIGNMENTS:**

Specific lab and other assignments will be explained by the professor each semester and may include the following: professional research and report writing, observation of classrooms for students at risk or with disabilities; interviews of teachers and administrators regarding school and district policies on pre-referral procedures, modifications, accommodations, and interactions (positive or negative) between students and teachers; assessments and case studies of students to include collection of background information, comprehensive educational assessment, evaluation of data, and/or IEP development and/or collaboration.

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**COURSE SCHEDULE:**

<b>Sess.</b>	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Chap.</b>	<b>Ass't.Due</b>
1	Thurs	8/20	Course Overview & Assignment Requirements <i>Intern Meeting – hand out ISL requirements</i> <i>E-portfolio components &amp; submission requirements</i> <i>Show ISL uploading procedure</i>		
2	Thurs	8/27	<i>IT chart instruction</i> Field Experiences <i>TCOF - Instructional Competencies</i>	1	<i>ISLe-portfolio: Parent Contact Due</i>
3	Thurs	9/3	Legal <i>TCOF - Instructional Competencies</i>	2	
4	Thurs	9/10	Setting up for Instruction <i>TCOF - Instructional Competencies</i>	3	<i>ISLe-portfolio: Lesson Plan 1 Due</i>  <i>Lesson Feedback Form 1 Due</i>  <i>SelfReflection 1 Due</i>
5	Thurs	9/17	Instructional Assessment <i>TCOF - Instructional Competencies</i>	4	
6	Thurs	9/24	Planning Instruction <i>TCOF - Classroom Behavior Management</i> Exam 1 Study Guide Available Online	5	
7	Thurs	10/1	Review for Exam 1		<i>ISLe-portfolio: Lesson Plan 2 Due</i>  <i>Lesson Feedback Form 2 Due</i>  <i>SelfReflection 2 Due- Video &amp; Data Chart</i>  <i>MidTerm Evals Due</i>
8	Thurs	10/8	<b>EXAM 1 - Chapters 1-5 and TCOF</b>		
	Mon	10/12	<b>MIDTERM</b>		
9	Thurs	10/15	Delivering Instruction <i>TCOF - Classroom Behavior Management</i>	6	
10	Thurs	10/22	Paperwork – ISL online in-class <i>TCOF - Classroom Behavior Management</i>	7	<i>ISLe-portfolio: Lesson Plan 3 Due</i>  <i>Lesson Feedback</i>

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					<i>Form 3 Due</i>
					<i>SelfReflection3 Due</i>
11	Thurs	10/29	Positive Behavior Management <i>TCOF - Classroom Behavior Management</i>	8	
12	Thurs	11/5	Student & Family Transitions <i>TCOF - Individualizing Instruction</i>	9	
13	Thurs	11/12	Collaboration & Consultation <i>TCOF - Individualizing Instruction</i>	10	<i>ISLe-portfolio: Lesson Plan 4 Due</i>  <i>Lesson Feedback Form 4 Due</i>  <i>SelfReflection 4 Due- Video &amp; Data Chart</i>
14	Thurs	11/19	Teacher Competence <i>TCOF - Individualizing Instruction</i> Exam 2 Study Guide Available Online <b>ISLs and as may arise</b>	11	
15	Thurs	11/26	Thanksgiving – No Class		
16	Thurs	12/3	<b>COMPLETE ISL DUE (including 2 wk unit)</b>  See ISL Demo Outline for a Description of Artifacts and Teacher Education Website for a link to examples in LiveText  Review for Exam 2  EXIT Conferences this week		<i>ISLe-portfolio: Lesson Plan 5 Due</i>  <i>Lesson Feedback Form 5 Due</i>  <i>SelfReflection 5 Due</i>  <i>Final Evals Due</i>  <i>Attendance Documentation Due</i>
16	Thurs	12/10	<b>EXAM 2 – Chapters 6-11 and TCOF</b>		

**PERFORMANCE ASSESSMENT:**

**SELF-REFLECTIONS WITH SUMMARIES & CHARTS (200 points each) 2 due**

Interns will complete 2 summaries and self-reflections on their own teacher behaviors, based on the results of 2 videotaped observations of their own teaching during lessons that include explicit instruction of, and accommodations for, students with disabilities. These are part of your ISL.

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I. Students will videotape themselves teaching two lessons throughout the course of the semester. One of these videotapes and self-reflections must be completed before ASU's midterm. These lessons will be scheduled in advance with the instructor of the course, and will also be observed by an outside observer. You will upload both video clips into your ISL.

II. Interns will then summarize the 2 video-taped lessons, and hand in the summaries along with 2 self-reflections.

III. Additionally, Interns will document and chart the occurrence of their own following teacher behaviors: 1) Teacher praise of students' classroom performance (academic or behavioral), 2) Teacher negative verbal response to students, 3) Teacher response to student hand raise or other appropriate request, 4) Teacher non-response to student hand raise or request.

IV. Interns will then fill out a teacher observation chart (TCOF) on themselves based on the videotape and report the results of their own observed behaviors. This report must include a 2 page self-reflection/analysis that discusses the Intern's observed teaching behavior in light of peer-reviewed articles on empirically validated classroom competencies, and cite 3-5 peer-reviewed references. The self-reflection/analysis should be grammatically correct, and strictly adhere to APA-format.

V. Each self-reflection should include an APA-style title page, a 50-100 word abstract, a lesson summary, a reflection/analysis, an appendix (with the appropriate cover page in APA-format), and a reference page. Include pagination.

VI. The appendix must include (a) a separate Appendix title page in APA-format. The appendix must also include (b) the Intern's data chart on teacher behaviors, (c) his/her teacher observation chart (TCOF), and (d) the lesson plan.

VII. Cite 3-5 peer-reviewed references with each self-reflection.

### **SELF-REFLECTIONS (100 points each) (without summaries or chart) – 3 due**

Interns will complete 3 self-reflections on 3 lessons they have taught. Self-reflections without transcriptions should be 3-5 text pages long and include a 1-2 page lesson summary in addition to a 2-3 page lesson analysis that includes a discussion of peer-reviewed research on teacher behaviors and teaching competencies. Each self-reflection should also include an APA-style title page, a 50-100 word abstract, a reference page, and pagination. Include your lesson plan as an appendix (with the appropriate Appendix title page in APA-format). Cite 3-5 peer-reviewed references. These will be included in your e-portfolio.

### **E-PORTFOLIOS (1100 points)**

Described above.

### **ISL (800 points)**

1. Description of learning environment to include the 5 contexts as described in your Demo and Rubric.
2. Classroom Management Plan
3. Parent Communication Tool
4. Student initial assessment instrument with description, copy of assessment tool, and baseline data
5. Student learning outcomes and rationales
6. 2-3 week Cohesive instructional unit that includes new material, a unit overview, lesson plans, a list of materials/resources, and modifications for students with special needs.

7. Discussion of student final assessment that includes the instrument, overall results, assessment strategies, whole-class interpretation, single-student modification/interpretation, and data display for 1 student.
8. Narrative analysis of unit outcomes that discusses teacher/unit effectiveness, classroom management, student learning outcomes, modifications for students with special needs, lesson organization, and implications for future teaching.

**A detailed description of the ISL procedure and requirements are available online and included in your ISL Demo at the end of this document.**

**GRADES:**

**Assessment (2800 points total):**

- |   |                   |
|---|-------------------|
| 1. Exams 1 & 2                                    | (100 points each) |
| 2. Self-reflections with summaries and charts (2) | (200 points each) |
| 3. Self-reflections (3)                           | (100 points each) |
| 4. E-Portfolios                                   | (1100 points)     |
| 5. ISLs   | (800 points)      |

**Grading Scale**

100-90: A      89-80: B      79-70: C      69-60: D      < 60: F

**OTHER IMPORTANT INFORMATION:**

All written assignments should be grammatically correct and adhere to APA-format. Written reports should be well-organized and error-free. **Please carefully proof and correct your own papers** before submitting. Clear guidelines and examples for APA, 5<sup>th</sup> edition can be found at:

**<http://owl.english.purdue.edu/owl/resource/560/01/>**

All students are responsible for all material presented in class, whether or not they attend the session, regardless of the reason for their absence. If a student misses more than 10% of the class sessions, s/he will be dropped from the class (ASU 2009-2010 catalog, p.22).

**Pipeline Accounts**

**Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline.** If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

**ALL STUDENTS ENROLLED IN SPED 6013 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY, INCLUDING ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.**

**Academic Honesty**

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Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

### **Department of Educational Leadership, Counseling, and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from:

<http://www.adobe.com/products/acrobat/>

### **Cell Phone & Pager Policy**

Students are asked to mute or turn off cell phones and/or pagers during class time.

### **Writing Workshop**

The Writing Center sometimes offers Writing Workshops to help students develop and improve composition, writing style skills, and use of APA style. Students who attend will be required to bring an assignment draft, a completed self-check style rubric, and the APA Publication Manual. See your instructor for details and dates. You may also contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

### **Students with Disabilities**

Students with disabilities who are registered with the office of Disability Services are invited to schedule an appointment with the instructor to discuss academic accommodations. Disability Services is located in the Counseling and Testing Center in Bellevue Hall, 706-737-1471. Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second class session to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. Verification of disability status must come directly from the Office of Disability Services. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office). Please let me know promptly about problems or concerns with assignments or requirements of the course.

### **VIDEO-BASED SELF-REFLECTIONS WITH CHARTS (200 points each) - 2 due**

Interns will complete 2 lessons and self-reflections on their own teacher behaviors, based on the results of 2 videotaped observations of their own teaching during lessons that include explicit instruction of, and accommodations for, students with disabilities.

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- I. Students will videotape themselves teaching two, 30 minute lessons throughout the course of the semester. One of these videotapes and self-reflections must be completed before ASU's midterm. These lessons will be scheduled in advance with the instructor of the course, and will also be observed by an outside observer.
- II. Interns will then summarize the 2 video-taped lessons, and hand in the summaries along with 2 of their self-reflections.
- III. Additionally, Interns will document and chart the occurrence of their own following teacher behaviors: 1) Teacher praise of students' classroom performance (academic or behavioral), 2) Teacher negative verbal response to students, 3) Teacher response to student hand raise or other appropriate request.
- IV. Interns will then fill out a teacher observation chart (TCOF) on themselves based on the videotape and report the results of their own observed behaviors. This report must include a 2 page self-reflection/analysis that discusses the Intern's observed teaching behavior in light of peer-reviewed articles on empirically validated classroom competencies, and cite 3-5 peer-reviewed references. The self-reflection/analysis should be grammatically correct, and strictly adhere to APA-format.
- V. Each self-reflection should include an APA-style title page, a 50-100 word abstract, a transcription, a reflection/analysis, an appendix (with the appropriate cover page in APA-format), and a reference page. Include pagination.
- VI. The appendix must include (a) a separate Appendix title page in APA-format. The appendix must also include (b) the Intern's data chart on teacher behaviors, (c) his/her teacher observation chart (TCOF), and (d) the lesson plan.
- VII. Cite 3-5 peer-reviewed references with each self-reflection.

### **SELF-REFLECTIONS (100 points each) (without charts) – 3 due**

Interns will complete 3 self-reflections on 3 lessons they have taught. Self-reflections without transcriptions should be 3-5 text pages long and include a 1-2 page lesson summary in addition to a 2-3 page lesson analysis that includes a discussion of peer-reviewed research on teacher behaviors and teaching competencies. Each self-reflection should also include an APA-style title page, a 50-100 word abstract, a reference page, and pagination. Include your lesson plan as an appendix (with the appropriate Appendix title page in APA-format). Cite 3-5 peer-reviewed references. These will become part of your e-portfolio.

### **ISL RUBRIC**

**Rubric**

	<b>Unsatisfactory</b> (1 pt)	<b>In Progress</b> (2 pts)	<b>Proficient</b> (3 pts)	<b>Exemplary</b> (4 pts)
<b>Section 1: Contextual Factors - The teacher candidate understands the contextual factors that influence learning and learners. Contextual descriptions</b> (1, 8%)	Descriptions of all five contexts are at the surface level only, suggesting limited understanding of contextual factors impacting the learner.	Contextual descriptions vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some,	Descriptions of all contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner.	Descriptions of all contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of factors impacting the learner.

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Rubric

	<b>Unsatisfactory</b> (1 pt)	<b>In Progress</b> (2 pts)	<b>Proficient</b> (3 pts)	<b>Exemplary</b> (4 pts)
		but not all, contextual factors impacting the learner.		Descriptions indicate how this knowledge will impact the candidate's teaching.
<b>Means by which school takes account of family language and cultural practices</b> (1, 8%)	The candidate does not indicate how the school takes into account language and cultural practices.	One or two strategies are identified but only in listed format without description.	Several strategies are identified and briefly described.	Candidate identifies several specific means by which the school takes account of language and cultural practices. These strategies are thoroughly described.
<b>Section 2: Plan for Learning Environment - The teacher candidate creates a management plan to facilitate a learning environment that promotes learning for all students. Management plan for facilitating a positive learning environment.</b> (1, 8%)	Plan contains only brief statements regarding the desired classroom environment and no management strategies to ensure establishment of this environment.	Plan contains a clear description of the desired classroom environment and some broad management strategies to ensure establishment of this environment	Plan clearly describes the desired learning environment and management strategies (rules, consequences, routines, etc) to ensure establishment of this environment	Plan clearly describes the desired learning environment, its values, relationships with other educators, and management strategies to ensure establishment of this environment
<b>Communication tool</b> (1, 8%)	Communication tool is developed and available to students and/or parents but includes content that does not convey information about the management plan.	Communication tool provides the In Progress Level information necessary for others to understand the management plan, in narrative form.	Communication is In Progress Level in design, but moves beyond a narrative format, and covers all main points relating to the management plan	Communication tool is innovative in design and eye catching, while conveying the details of the management plan in an informative way.
<b>Section 3: Beginning Assessment and Learning Outcomes - The teacher candidate develops and incorporates appropriate beginning assessment strategies in order to identify clear, appropriate, challenging, and varied learning outcomes based on</b>	Beginning assessment has questionable validity, calling to question the beginning student data and subsequent learning outcomes.	Beginning assessment(s) are appropriate, yielding valid student data, but are restricted to only one domain of learning (psychomotor, cognitive or affective).	Beginning assessment(s) are appropriate yielding valid student data in two domains (from psychomotor, cognitive and affective).	Beginning assessment(s) are appropriate yielding valid student data in all three domains (psychomotor, cognitive and affective).

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**Rubric**

	<b>Unsatisfactory</b> (1 pt)	<b>In Progress</b> (2 pts)	<b>Proficient</b> (3 pts)	<b>Exemplary</b> (4 pts)
<b>his/her students, the contextual factors, and content standards. Beginning assessment and student data</b> (1, 8%)				
<b>Learning outcomes</b> (1, 8%)	Learning outcomes are inappropriate in light of the students, the context and the beginning assessment data.	Learning outcomes are developmentally appropriate but address only one domain of learning.	Candidate states clear unit learning outcomes that are developmentally appropriate, challenging, cover two domains and are tied to professional standards.	Candidate states clear unit learning outcomes that are developmentally appropriate, challenging, cover three domains and are tied to professional standards.
<b>Section 4: Design for Instruction - The teacher candidate designs a curriculum plan for specific learning outcomes, student characteristics, and learning contexts, and considers individual learner characteristics in modifying the curriculum plan. Modifications for student with diverse needs</b> (1, 8%)	The plan identifies possible modifications that do not appear realistic given the diverse needs of the student(s).	Realistic modifications are identified but these are related only to student learning outcomes or goals for student achievement.	Modifications include those related to student learning outcomes and also those related to learning activities presented to students (i.e. the use of different teaching/learning strategies according to student needs).	Modifications are identified in student learning outcomes, learning activities, and assessment strategies (i.e. the use of alternative assessments according to student needs).
<b>Original lesson plans with annotations</b> (1, 8%)	Lesson plans are included, though not all are in "acceptable" form.	All lesson plans are acceptable but do not all contain annotations.	All lesson plans are acceptable and contain brief annotations.	All lesson plans are acceptable and contain detailed annotations documenting issues arising during a lesson and modifications made.
<b>Resources/materials</b> (1, 8%)	Resources/materials needed are not documented.	Resources/materials needed are listed.	Resources/materials are described in some depth.	Resources/materials (including the use of technology) are described in detail.
<b>Section 5: Analysis of P-12 Student Learning - The teacher candidate traces and analyzes student progress</b>	Data is shown only for the summative assessment, making it impossible to determine impact on student learning.	Data is shown for both beginning and summative assessments, but only in either tabular or graphic form.	Data is shown for beginning and summative assessments and includes both a data table and a graphic	Data is shown for beginning and summative assessments and includes both a data table and a graphic

Rubric

	<b>Unsatisfactory</b> (1 pt)	<b>In Progress</b> (2 pts)	<b>Proficient</b> (3 pts)	<b>Exemplary</b> (4 pts)
<b>from beginning assessment through formative and summative assessment. Data display for the whole class and the selected student(s).</b> (1, 8%)			representation.	representation. Students with diverse needs are identified.
<b>Two-page narrative interpreting the data.</b> (1, 8%)	Interpretation is superficial and draws conclusions that are not supported by student data.	Interpretation is accurate relative to student data, but is descriptive (i.e. what was learned) rather than analytical (why learning occurred).	Interpretation includes sample instruments (if these differ from those presented in section 3), analysis of whole class learning related to learning outcomes, and selected student learning related to modifications.	Interpretation includes sample instruments (if these differ from those presented in section 3), analysis of whole class learning related to learning outcomes, and selected student learning related to modifications. Interpretations are supported by reference to student data.
<b>Section 6: Reflection and Self-Assessment - The teacher candidate analyzes and critically reflects on his/her teaching in light of student learning in order to inform future instructional decisions and to improve his/her teaching practice. Reflective narrative</b> (1, 8%)	Narrative contains only general statements regarding the instructional unit.	Most, but not all, of the following are addressed in detail: <ul style="list-style-type: none"> <li>• Application of contextual knowledge</li> <li>• Success of management plan</li> <li>• Appropriateness of learning outcomes and assessments</li> <li>• Effect of modifications</li> <li>• Impact on student learning</li> <li>• Implications for future teaching</li> </ul>	Narrative contains detailed discussion of all of the following: <ul style="list-style-type: none"> <li>• Application of contextual knowledge</li> <li>• Success of management plan</li> <li>• Appropriateness of learning outcomes and assessments</li> <li>• Effect of modifications</li> <li>• Impact on student learning</li> <li>• Implications for future teaching</li> </ul>	The candidate uses student data in reflecting in detail on: <ul style="list-style-type: none"> <li>• Application of contextual knowledge</li> <li>• Success of management plan</li> <li>• Appropriateness of learning outcomes and assessments</li> <li>• Effect of modifications</li> <li>• Impact on student learning</li> <li>• Implications for future teaching</li> </ul>

**ISL Demo Outline and Artifact Examples**

**NOTE: Most of your ISL artifacts will be simple uploads of material you have already submitted for class: Teaching reflections, lesson plans, etc. You will need to create or format some items as Word documents or in Excel. You will also want to scan and attach documents as PDFs. The entire ISL document should run no more than 15-20 pages. Be sure to observe the word limits. You may use the same artifact in both your e-portfolio and your ISL.**

## Section 1

**Standard: The teacher candidate understands the contextual factors that influence learning and learners.**

### 5 Contexts

#### School

- ❖ Size, ethnic, racial, and socio-economic make up
- ❖ Relevant organizational structures (school grades, school administration, etc.)

#### Classroom

- ❖ Compare the differences in the community of learners you have selected for your focus—including number of students, gender, SES, free & reduced lunch (if applicable), racial, linguistic, ethnic, adoptive/foster, numbers of students using IEPs & relevant special needs categories including gifted, students at grade level, and students below grade level
- ❖ Compare the teachers related to the function of the community of learners

#### Curriculum

- ❖ National, state, and local content standards and district courses of study
- ❖ Curricular expectations for students after they leave your classroom

#### Social and Political Climate

- ❖ Academic performance initiatives
- ❖ School wide or community wide outcomes, tensions, problems

#### Families and Community

- ❖ Language and cultural practices in families and community
- ❖ Demographics of the community and any changes that are occurring

**SECTION 1 UPLOADS: The following products are required of this section. –**

**\*\*\*\*\*THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA\*\*\*\*\***

1. A rich description of the five contexts for the understanding each can provide about learners in your setting (No more than 700 words total).

1. Write down your description of your school/learning setting in no more than 700 words total. Be sure to address all 5 areas. This can be a Word document.

2, How does the school take into account the language and cultural practices of families and community? (No more than 350 words).

2. Create a Word document that describes the above practices of your school (or how you would do it yourself, if your school does not practice this competency sufficiently). Be sure to specify which practices are school-practices, and which practices are your personal practices. (Word document attachment).

## Section 2

**Standard: The teacher candidate creates a management plan to facilitate a learning environment that promotes learning for all students.**

**Process:**

1. Design a management plan for a learning environment that:

- **Describes the type of classroom environment you want to develop** in your classroom
- **Lists the steps you will use** to develop this environment
- **Describes your plan for working with other educators** connected to your classroom. Describe your role, relationship, and responsibilities
- **Illustrates how various aspects of your teaching practice will contribute to this environment** (various aspects of your teaching practice include but are not limited to the arrangement of physical space, classroom rules and routines, and procedures to gain student cooperation, including how you will address problems when they occur) (i.e., how you will use the competencies)

2. Design a communication tool to introduce yourself and convey elements of your plan to others. You might want to include a newsletter sent home to students and parents, or a policy sheet that includes attendance, grading, and other expectations.

**SECTION 2 UPLOADS: The following products are required of this section. – THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA**

1. Management plan for facilitating a positive learning environment (No more than 1000 words)

1. 1-2 page Word attachment.

2. Communication tool (1 example, no more than 500 words).

## Section 3

**Beginning Assessment and Learning Outcomes Completed During the Apprenticeship or Field Experience**

**Standard: The teacher candidate develops and incorporates appropriate beginning assessment strategies in order to identify clear, appropriate, challenging and varied learning outcomes based on his/her students, the contextual factors, and content standards.**

**Process:**

1. Use appropriate assessment strategies to determine student needs.
2. Based on your beginning assessment data, construct a list of learning outcomes that will guide you as you plan for, facilitate, and assess student learning for a curriculum plan.

Create learning outcomes that:

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- ❖ clearly state what you expect students to have learned by the end of the curriculum plan (e.g., knowledge, process/skill, and affective – that is, behavioral - components)
- ❖ are appropriate for your students (section 1) – be sure to state special needs/inclusive environment
- ❖ are challenging
- ❖ are varied in type and level
- ❖ are clearly tied to local, state, and national standards

### **SECTION 3 UPLOADS: The following products are required of this section. THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA**

1. A description of the beginning assessment, a copy of the assessment if appropriate, and beginning assessment data for each student in your selected classroom or focus group (No more than 1000 words).

1. Generally describe the learning and behavioral levels of your students (or 2-3 students) as reflected in your transcripts – about 2-3 pages as a Word document. (You may want to summarize the Present Levels section of a student's IEP. Be SURE to Maintain Confidentiality. DON'T name the student!)

2. List of learning outcomes with rationale for each outcome (No more than 700 words)

2. Describe the learning and behavioral goals (i.e., their IEP goals) for the students you described in the above question in 1-2 pages.

### **Section 4**

#### **Design for Instruction Completed During Apprenticeship or Field Experience**

**Standard: The teacher candidate designs an instructional unit for specific learning outcomes, student characteristics, and learning contexts, and considers individual learner characteristics in modifying the instructional unit.**

##### **Process:**

1. Design an instructional unit for your students based on what you have learned about your students (sections 1) and what you want them to learn (section 3).

*Design* - The instructional unit will include:

- ❖ Detailed lesson plans
- ❖ Modifications to meet the needs of at least one student with diverse needs (note that different programs might develop different formats for presenting modifications)
- ❖ Technology (as appropriate) integrated to enhance student learning
- ❖ Resources/materials that are needed to teach the curriculum plan

*Implementation* - Teach your instructional unit - on your daily lesson plan, record reflections, observations, and changes for the future.

### **SECTION 4 UPLOADS: The following products are required of this section. – THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA**

1. The instructional unit overview (No more than 500 words)

1. A 1-2 page summary of what you hope to accomplish in this unit (a Word document).
2. Modifications to meet the needs of at least one student with diverse needs (see note below). You may develop a table or a narrative to include **the nature of the adaptation, resources** needed, and **person responsible** for the making the adaptation.
  2. State how you modify age-appropriate lessons for students with disabilities (or students with multi-cultural learning differences like ELL). Be sure to state these modifications in your lesson plans, too

**Note on modifications:**

Modifications can be based on what the learner already knows, understands and can do, contextual factors, and learner characteristics. Modifications can occur in:

1. Content - what a student should know, understand, and be able to do as a result of the curriculum plan. This includes learning outcomes.
  2. Process - activities designed to help the student come to make sense of the content. This includes, for example, grouping strategies.
  3. Product - How the student will demonstrate and extend what she/he has come to know, understand, and be able to do. These can be assignments or major products. (Tomlinson, 1999)
3. **Original** lesson plans with annotations.
3. You may want use the one of the 5 required observations as the basis for your instructional unit. Adding both easier and more advanced lessons to another planned observation would make a cohesive unit – as long as the material you cover is new instruction, is taught in consecutive classes, and is sequential.
4. Resources/materials
4. List the materials and procedures you use to implement this unit. Include this list on the lesson plans, too.

## Section 5

### **Analysis of Student Learning Completed During Apprenticeship or Field Experience**

**Standard: The teacher candidate traces and analyzes student progress from beginning assessment thro' formative and summative assessment**

**Process:** Analyze your assessment data, including beginning, formative, and summative assessments to determine students' progress toward the curriculum plan learning outcomes. You will use visual representations and narrative to communicate the conclusions from your analysis.

*Data Display* - The presentation of data allows for the analysis of the beginning and final assessment results for the class. Create a table that shows beginning and summative assessment data on every student on every learning outcome for your curriculum plan. Then, create a graphic summary that shows the extent to which your students made progress toward the learning outcomes identified in section 3. Highlight data from at least one student with diverse needs for whom you have modified content, process, and/or product.

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*Narrative* - The narrative interprets the displayed data in terms of student learning for the class as a whole and at least one student with diverse needs for whom you have modified instruction. Your narrative should include the following:

- ❖ Copies of all assessment strategies and instruments
- ❖ Your interpretation of the learning of the whole class in relation to the learning outcomes and beyond the outcomes if appropriate
- ❖ Your interpretation of the learning of at least one student for whom the curriculum has been modified in relation to the whole class and modifications

Your analysis should demonstrate the ability to critically examine your instruction, curriculum, and assessment. Your interpretations about student learning need to be supported with evidence from beginning, formative, and summative assessment.

### **SECTION 5 UPLOADS. The following products are required of this section. – THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA**

1. Data display for a (i.e., **1**) selected student

1. Make a line chart (like the one you did on your own teacher behaviors) on 1 student that you identified in section 3. Give his/her beginning and ending scores on his/her academic and behavioral progress in your unit. Be sure to note how you have modified content, process, and/or product to accommodate diverse learning needs as necessary.

2. A narrative of no more than 700 words (plus assessment instruments).

2. In one 1-2 pages, describe the progress of the same student you talked about in Section 3 (and the above portion of this section) as compared with other students in your class. Be sure to include descriptions of class attributes (i.e., Severe/Profound, behavioral, ASD, inclusive, etc.). Include a copy of your assessment instrument, too. This can be an assignment, a **summary** of CRCT results (summary only, not the whole CRCT), or an in-class quiz, etc.

## **Section 6**

### **Section 6: Reflections and Self-Assessment Completed After the Teaching Experience**

**Standard:** The teacher candidate analyzes and critically reflects on his/her teaching in light of student learning in order to inform future instructional decisions and to improve his/her teaching practice.

**Process:** This narrative should include your own teaching strengths and areas needing development in light of your data analysis of student learning:

- ❖ Sections 1 and 4. How effective were you in applying knowledge of contextual factors to helping your students accomplish the learning outcomes?
- ❖ Section 2. Which aspects of your management plan were you able to put into place within the context of the learning environment established by and with your mentor teacher? Describe your success in enacting your management plan and constraints you experienced. How did your management plan help or hinder your students in accomplishing the learning outcomes?
- ❖ Section 3. Were the learning outcomes you selected appropriate for your learners' characteristics, contextual factors, and content standards? How effective were your beginning assessments in guiding your curriculum plan and student learning?

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- ❖ Section 4. Were the modifications you made to content, process, and/or product appropriate for the selected learner/s in helping him/her accomplish the learning outcomes?
- ❖ Section 5. Were the lessons organized and sequenced in ways to help students accomplish the learning outcomes?
- ❖ Describe the implications of this experience with ISL for your future teaching.

### **SECTION 6 UPLOADS: The following products are required of this section. THESE ARE THE ARTIFACTS YOU USE TO SHOW YOUR PROFICIENCY IN THIS AREA**

1. A narrative following the teaching experience to include each of the above areas (No more than 1500 words)

1. Uploads will closely correspond to the Discussion sections of your teaching transcriptions. Observe the word limit. You should specifically address each of the above areas. Your teaching self-analysis and literature citations should address this section very nicely. Include your final teacher behavior data chart.

#### **Glossary of Terms**

“Classroom environment” – this is the physical space in which students function as well as the social, cultural and emotional climate, rules for engagement, time schedule, educational personnel involved, and any other factors that contribute to the ability of the students to learn in a classroom.

“P-12 learners” – the designation for students from preschool through grade 12; this includes both public school students as well as non-public school students.

“Beginning, formative, and summative assessments” – We believe that assessment is an on-going process. These three assessments occur: 1) at the beginning of an instructional experience, usually for the purpose of determining initial levels of function or understanding, 2) in the midst of an instructional experience for the purpose of determining the effectiveness or interests of students, and 3) at the conclusion of an instructional experience for the purpose of determining the extent to which learner outcomes have been achieved.

“Student” – this term refers to the P-12 learner.

“Teacher candidate” – this term refers to the ASU student in the teacher education program.

“Instructional Unit” – this term refers to a series of teacher candidate planned and managed instructional experiences that can emerge from a number of sources: student interests, contextual factors, variables, content standards, and other requirements. An instructional unit can be a project, a unit of instruction, or lessons grouped around a theme. Lessons should have a connection to academic standards at the national, state, and local levels.