



Title (SE 335)

Course Syllabus

Special Education 335 Field Experience

Fall 2008

Lewis-Clark State College, Division of Education, Lewiston, Idaho

KNOWLEDGE ~ SKILL ~ DEDICATION

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The Lewis-Clark State College Teacher Education Program seeks to prepare caring professionals who teach for understanding in communities of learning. Within this framework, each teacher candidate demonstrates fundamental elements of knowledge, skill, and dedication. Use of technology and the respect for and valuing of diversity are integrated themes. The faculty assumes that teaching is a profession that requires a high level of expertise. In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher candidate performs a variety of roles. In serving these roles, teacher candidates demonstrate knowledge, skills, and dispositions related to seven main areas of professional competence. Successful teachers consistently exhibit:

- Appropriate conduct as a professional,
- Knowledge of the foundations of the profession,
- Expertise in all subjects taught,
- Skills as an educational designer,
- Skills as an educational facilitator,
- Skills as an educational evaluator, and
- Capacity for reflective practice.

Course Description as Stated in the Catalog

Individualized and small group instruction experiences involving students with disabilities. Emphasizes standards of practice related to assessment, social interaction, motor and functional skills development. (Graded P/F only)

Recommended Resources:

Journals from Council for Exceptional Children and other professional sources as provided - <http://www.spedcec.org/>

Idaho Training Clearinghouse – Idaho Alternate Assessment Training - <http://itcnew.idahotc.com/dnn/>

Idaho Department of Education website -
<http://www.sde.state.id.us/SpecialEducation/default.asp>

Special Education resources from the Internet

Purpose:

This performance-based course will demonstrate standards from the *Interstate New Teachers Assessment and Consortium and CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*. Teacher candidates must document skills demonstrated in a reflective log and discuss these demonstrations with their supervising teacher.

Knowledge Base

Special education derives from multiple psychological and educational fields of study. Federal and state laws and regulations, as well as the Council for Exceptional Children and INTASC, provide an outline of subjects and issues. Supporting information for this course is drawn from numerous resources.

Performance Goals:

1. The teacher demonstrates care and concern for children.
2. The teacher shows a commitment to the profession.
3. The teacher exhibits a positive work ethic.
4. The teacher maintains her/his own well being by practicing behaviors of mental and physical health.
5. The teacher is engaged in personal discovery and transition toward professionalism.
6. The teacher demonstrates insight into his/her individual personality characteristics and is aware of the personal characteristics associated with successful teachers.
7. The teacher exercises appropriate etiquette and decorum (e.g., punctuality, grooming, etc.).
8. The teacher exhibits high ethical standards.
9. The teacher respects the privacy of students and confidentiality of information.
[INTASC 10.D.4]
10. The teacher effectively uses communication techniques (reads, writes, listens, speaks) with parents, colleagues, and other professional and community partners.
11. The teacher is committed to reflection, assessment, and learning as an ongoing process. [INTASC 9.D.2]
12. The teacher is willing to give and receive help. [INTASC 9.D.4]
13. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students. [INTASC 9.D.3]
14. The teacher seeks and acts upon advice and suggestions.
15. The teacher maintains her/his own well being in the context of her/his professional life.

Professional Standards

The qualified teacher will demonstrate knowledge, skills, and dispositions related to:

The Dedicated Professional

The teacher believes that all children can learn at high levels and persists in helping all children achieve success. [LCSC A.1.b]

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to lean about and incorporate students' experiences, cultures, and community resources into instruction. [LCSC A.3.a]

The teacher is willing to consult with other adults regarding the education and well being of his/her students. [LCSC A.4.a]

Professional Commitment and Responsibility [Idaho Foundation Standards for SPED teachers, Principle 9]

The teacher involves the student and family in setting instructional goals and charting progress. [Idaho Foundations Standards for SPED teachers, Principle 10: Performance 2]

The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, and other school and community personnel in integrating students with disabilities into various learning environments. [Idaho Foundation Standards for SPED teachers Principle 10: Performance 6]

The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 10: Performance 6]

The teacher demonstrates proficiency in oral and written communication [Idaho Foundation Standards for SPED teachers, Principle 10: Performance 7]

The Knowledgeable Professional

The teacher understands the how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning. [LCSC B.1.a]

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. [LCSC B.1.e]

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes. [LCSC B.1.f]

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). [LCSC B.2.a]

The teacher integrates appropriate instructional strategies and practices to provide effective instruction in academic and nonacademic areas for students with disabilities. [Idaho Standards for SPED generalists, Principle 2: Performance 1]

The teacher uses research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory strategies, and concrete/manipulative techniques.

[Idaho Standards for SPED generalists, Principle 2: Performance 2]

The Subject Matter Authority

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. [LCSC C.1.a}

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. [LCSC C.1.d]

The teacher demonstrates the application of theories and educational models in special education practice. [Idaho Foundation Standards for SPED teachers, Principle 1: Performance 2]

The teacher has a high level of competence in English language arts and understands concepts of language and student development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their skills to many different situations, materials, and ideas. [Idaho Standards for SPED generalists, Principle 1: Knowledge 1]

The teacher understands the skills necessary for academic success (e.g., organization, study skills, test taking, listening, and communication). [Idaho Standards for Special Education Generalists, Principle 1: Knowledge 3]

The Educational Designer

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. [LCSC D.1.b]

The teacher designs instruction that helps use students' strengths as the basis for growth. [LCSC D.1.j]

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs. [LCSC D.1.k]

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas. [LCSC D.1.o]

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). [LCSC D.2a}

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs. [LCSC D.3.c]

The teacher knows the educational implications of exceptional conditions, including sensory, cognitive, communication, physical, behavioral, emotional, and health impairments. [Idaho Foundation Standards for SPED teachers, Principle 3: Knowledge 3]

The teacher appreciates the strengths and skills of each student and the student's relationships within the family, school, and community. [Idaho Foundation Standards for SPED teachers, Principle 3: Disposition 1]

The teacher appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives. [Idaho Foundation Standards for SPED teachers, Principle 3: Disposition 1]

The teacher accesses and uses information about characteristics and appropriate supports and services for students with low incidence disabilities and syndromes

(e.g., Angelmen's and autism). [Idaho Foundation Standards for SPED teachers, Principle 3: Performance 1]

The teacher recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 7: Disposition 1]

The teacher develops and uses procedures for monitoring student progress toward individual learning goals. [Idaho Foundation Standards for SPED teachers, Principle 7: Performance 4]

The Educational Facilitator

The teacher [uses] a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities [LCSC E.1.j]

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. [LCSC E.2.b]

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. [LCSC E.2.d]

The teacher uses a range of effective classroom management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. [LCSC E.4.i]

The teacher creates an environment that encourages self-advocacy and increased independence. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 5]

The teacher implements the least intensive intervention consistent with the needs of students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 7]

The Educational Evaluator

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. [LCSC F.1.b]

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests). [LCSC F.2.c]

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. [LCSC F.3.c]

The teacher gathers background information regarding academic, medical, and family history. [Idaho Foundation Standards for SPED teachers, Principle 8: Performance 2]

The Reflective Professional

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students. [LCSC G.1.e]

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities). [LCSC G.2.a]

Mode/Style of Instruction

The instructor and class members will focus on individualized work with one-on-one interaction, small group interaction and shadowing/observations with mentor teacher.

Methods of Instruction:

The instructor will introduce a number of methods of instruction including but not limited to:

- Individualized work with students
- Small group interaction with students
- Shadowing students and teacher throughout the day
- Observations as instructed

Methods of Evaluation:

The instructor will utilize the following for the purpose of competency evaluation:

	Points	Objectives	Time Needed
Reflective Log	500	1-15	45 hours

Assignments:

You will be assigned a practicum site within the Lewiston School District. A mentor teacher will guide and facilitate your learning experience within a special education setting. You will need to review the objectives for this course as well as the teaching standards established by LCSC and the *CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*. The CEC standards can be found on the CEC website: www.cec.sped.org.

Details of your field experience will be provided by your instructor.

Disability Statement:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk to me.