

The University of North Carolina at Greensboro
School of Education
Department of Specialized Education Services

Course Syllabus – Fall 2005

1. **Course Prefix and Number:** SES 350C
2. **Course Title:** Interprofessional and Instructional Field Experience
3. **Course Credit:** 2
4. **Course Prerequisites/Corequisites:** Pr. 250 Introduction to Professions in Specialized Education and SES 350A/SES 350B Interprofessional and Instructional Field Experience. Pr. or Coreq. 360 Assessment in Special Education. 447 Service Delivery and Role Management, and 471/472 Teaching Exceptional Learners the General Curriculum I and II, or permission of the instructor.
5. **For Whom Planned:** Undergraduate level students seeking Special Education General Curriculum initial teacher licensure.
6. **Instructor Information:**

Instructors:	Lauri Susi and Sarah Naus
Office:	203 Ferguson
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Office Hours:	Appointments only
Observation Days:	Monday and Wednesday
Class Meetings:	Tuesday, 400 – 600, Graham 203
7. **Course Purpose/Catalog Description:** **SES 350C** is the last of three field-based special education teacher components of the special education teacher preparation program. It is a companion to other coursework, providing experiences in an elementary, middle, or high school setting. Preservice teachers are to implement techniques and strategies being learned in core program coursework, interact with colleagues in applied settings, and problem solve with peers about the interprofessional and instructional issues. Weekly seminars will include these instructional topics: *Unit design utilizing research based teaching strategies and UDL; disposition and qualities of effective teachers, student engagement, acceleration, program delivery and settings and IEP development.* As part of the field experience, students will maintain a weekly log/activity and reflection journal that applies the reflection cycle of select, describe, analyze, appraise, and transform. In seminar, students will share and discuss situations that arise in field settings.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitment to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and school personnel.

9. Student Learning Outcomes:

- a. Demonstrate professional interest by self-assessing one's dispositions and qualities as an effective teacher as well as identifying at least one professional goal area to improve.
- b. Describe the educational setting in which services to students with disabilities are being delivered.
- c. Participate in a range of activities, routines, and procedures of the educational setting. (e.g. team meetings, staff meetings, IEP conferences, staff development sessions)
- d. Collaborate with a team to write a comprehensive IEP for a student with reading and/or math needs based on case study.
- e. Work with individual students, small groups, and large groups on instructional and behavioral goals included in those students' IEP's by selecting, adapting, and using appropriate instructional strategies and materials.
- f. Work with professionals and parents/families using knowledge and skills related to effective collaboration and a system of care philosophy.
- g. Teach a unit in mathematics that includes at least five lessons that incorporate the Universal Design for Learning (UDL).
- h. Apply the peer coaching model serving once as teacher and once as coach.
- i. Describe the various assistive technology tools available and the type of learners who would benefit from their use.
- j. Reflect on and analyze positive and problematic situations that arise in the field setting.
- k. Participate in problem solving about field setting issues with cooperating teacher, field supervisor, and seminar participants in an effort to clearly identify the problem, generate solutions, select and implement solution, and evaluate outcome.
- l. Complete 100 hours of field work at high school, middle school, or elementary school level under the supervision of qualified professionals.

10. Teaching Strategies: Student will work in the field for 10 hours per week with guidance by a cooperating teacher and a university supervisor. The seminar component of the course will be delivered in a weekly seminar on the UNCG campus. Seminars will consist of lecture, small group collaborative exercises, field experience reflections shared

by students with the class, discussions, teacher-student conferences to review field observation notes, and readings.

10. Evaluation Methods and Guidelines for Assignments:

Course Requirements:

- a) Fieldwork Performance: Students are expected to be present during all scheduled field experiences unless serious illness or other extraordinary circumstances prevent it. Students' attendance, punctuality, and active participation are key components of the seminar portion of the course. Students are expected to arrive on time and stay until the class is over. Note: Students may need to go beyond the required field-work hours to complete all required assignments from related coursework. The university instructor and/or university supervisor will conduct a minimum of 3 formal observations. An additional one formal observation by the cooperating teacher. The cooperating teacher will also complete a final evaluation form. Failure to hand in any of the documents required from your cooperating teacher results in a 10 point deduction from your grade
- b) Seminar Attendance and Class Participation: You are expected to attend and be on time for all classes. There will be graded activities shared and/or completed during classes. If you must miss a class, you must notify me before class. You are responsible for any concepts missed, but you cannot typically make up the activities. Be aware that your grade may be impacted by both tardiness and absences. You are expected to actively engage in class discussions and activities. You are expected to listen attentively when others are speaking, interact appropriately, and take initiative for your own learning. Any distractions caused by you during class will result in a lower grade.

Students will be allowed 1 excused absences for the field work. After that 20 points per absence will be deducted. Students must complete a log of their attendance that is signed by their cooperating teacher. Excused absences will be allowed only for significant emergencies.

- c) Preparation: You are expected to prepare all assigned materials before class in order to better participate in class discussions. You should be prepared to share your opinions and contribute appropriately to class activities. You should also be ready to discuss major points from any assignments and/or projects that are due in class.
- d) Work Completion: You are required to complete weekly assignments related to topics covered in class. You are expected to complete all projects and other assignments as scheduled throughout the semester. Separate handouts and/or postings on Blackboard will detail the criteria for these assignments. Should you choose to exceed the required deadlines, **a five points per day penalty** may be assessed. Breaches of student confidentiality may result in additional point loss.
- e) Instructional Observations and Visitations: You will receive at least 3 formal and 2 informal observations by the university supervisor or the university instructor. Your cooperating teacher will also complete one formal observation. **You are responsible for scheduling ALL formal observations.** Failure to schedule a formal observation

WILL result in a 10 point deduction from the final grade. Two of your formal observations will be part of your final grade. It should be noted that final reports from cooperating teachers also impact your grade.

- f) Weekly Assignments including Lesson Plans: completion of at least 5 lesson plans during the semester is required. Due dates are listed on the syllabus. A rubric will be disseminated in class will be used for grading. Further details on the content focus will be provided in each class as noted on the schedule in this syllabus.
- g) Peer and Self-Assessment of Video Lesson: Students will work in pairs to view the video taped lesson of a math or reading lesson (activity from Dr. Bursuck’s class) and complete the reflective feedback forms. It should be noted that this video may be used as one of the formal observations.
- h) Portfolio Reflection: Students are required to sign-up for TaskStream and complete 2 reflections. Reflections and corresponding artifacts must be posted by the due date or 10 points will be deducted from your grade.

Grading: Assignments

<i>Field Placement Performance</i> <i>Two of the three university formal observations will be included in this grade. A score of 80 or higher results in full credit, 70-79 results in half credit and below 70 in no credit. Feedback from the cooperating teacher will also be factored into this percentage.</i>	20
<i>Attendance and Participation at Field Placement and Seminar</i>	10
<i>Lesson Plans</i>	20
<i>IEP Project</i> <i>Further details will be provided at a later date.</i>	15
<i>Weekly Assignments and Readings</i>	20
<i>Peer and Self-assessment Video</i> <i>Further details will be provided at a later date</i>	15
<i>Portfolio Reflections</i>	0

Grading Scale:

A = 95-100	A- = 90-94	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

12. Textbook: The following texts will be used as resources.

Sprick, R., Howard, L. and Garrison, M. (2001) *CHAMPs: A Proactive and Positive Approach to Classroom Management*. Longmont, CO: Sopris West.

Mrs. Parnell has ordered the text. Students are required to purchase the text for \$38.80 paid to Mrs. Parnell.

Will use *Developing Quality IEPs: A Case-based tutorial*. (CD-ROM packaged with the text).

Some materials may be placed on EReserve for students to access.

Materials and links to websites will be placed on Blackboard for students to access

13. Other Information:

- **Academic Integrity Policy:** It is understood that students at UNC Greensboro subscribe to the Academic Integrity Policy.
- **Flexibility Clause:** Circumstances may arise which prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change, but with the understanding that students will be notified of any changes that affect assignments and their deadlines.
- **Procedures to Accommodate Students with Disabilities:** If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in the event of an emergency, please indicate on the student information form provide during the first class meeting and/or schedule an appointment with the instructor. Should you have questions concerning students with disabilities and appropriate documentation, please consult the Office of Disability Services.

14. Alignment with State and National Standards: Course Standards are based on CEC and NCDPI standards. Field experiences are systematically planned, implemented and integrated into the program. They are linked to the goals of the program and provide candidates the opportunity to acquire, practice, and refine competencies in a developmental recursive manner. Field experiences provide candidates opportunities to work in a variety of settings with the full range of ages, types and levels of abilities commensurate with the license for which they are preparing. All field experiences are supervised by personnel with experience and knowledge base commensurate with the license for which the candidates are being prepared.

15. Topical Outline and Tentative Course Schedule

Month	Day	Topic	Assignment
August	16	Introduction to Course Review of syllabus and assignments Lesson Planning Format—compare to flipbook Effective Teaching: Professional skills and abilities	Organize Internship Notebook
	23	Math Problem solving strategies Lottie Kits	Notebook check Complete information form due Diversity Walk-through Lesson Plan #1
	24-26	Students must visit their school and introduce themselves to their cooperating teacher.	
	29	First day of Internship	
	30	Dr. Boyles Memory Strategies	Memory Assignment Information form due
September	6	IEP's: goal writing with standards Diversity Walk-through discussion	Lesson Plan #1 due Lesson Plan #2 Walk-through due
	13	CHAMPS Classroom Management Guest Lecturer: Ms. Parnell	CHAMPS assignment Webpage Exploration
	20	TaskStream Sign-up	Sign-up and upload reflection, artifacts and philosophy of ed. Lesson Plan #2 due
	27	IEP: Modifications Page	Lesson Plan #3
October	4	Differentiated Instruction/UD Case Study for IEP writing	IEP Project Lesson Plan #3 due
	11	Fall Break	
	18	CHAMPS Classroom Management Guest Lecturer: Ms. Parnell Case Study for IEP writing	Reflection for standard 2 due on TaskStream—further details to follow
	25	Co:Teaching	Lesson Plan #4 Inclusion Focus
November	1	Lottie Kit development Co:Teaching	Lesson Plan #5 DI
	8	CHAMPS Classroom Management Guest Lecturer: Ms. Parnell	
	15	Presentation of IEP Project	IEP Project Due Peer review of IEP projects
	22	Responsive Classroom Presentation of IEP Project	Responsive Classroom web review/assignment
	29	Responsive Classroom Dispositions/professionalism	Notebooks due Refelection for standard 3 due on TaskStream

NC DPI Special Education Standards
UNCG – Special Education: General Curriculum

Special Education Standards	SES 250	SES 465	SES 466	SES 472
<u>Standard 1:</u> Teachers have a knowledge base for each of the basic skills in language arts and mathematics.				1.3
<u>Standard 2:</u> Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.				2.1, 2.2
<u>Standard 3:</u> Teachers teach students to use behaviors that promote success in the learning environment.			3.1-3.5	3.2
<u>Standard 4:</u> Teachers organize effective student learning environments.			4.3	
<u>Standard 5:</u> Teachers use a variety of assessment techniques to determine instructional content, instructional procedure, and documentation of student learning and progress.				
<u>Standard 6:</u> Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.		6.1-6.3		6.3
<u>Standard 7:</u> Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.		7.2, 7.4, 7.6		7.5
<u>Standard 8:</u> Teachers use knowledge about cultural, socio-economic, and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	8.1			
<u>Standard 9:</u> Teachers know the process and procedures for providing special education services.	9.1	9.2-9.4		
<u>Standard 10:</u> Teachers collaborate and consult with general education teachers, parents, and other professionals.		10.3, 10.4		
<u>Standard 11:</u> Teachers pursue continued professional development and learning to improve schools and advance knowledge.		11.1		

NC DPI Diversity Standards
UNCG – Special Education: General Curriculum

Diversity Standards	SES 250	SES 465	SES 466	SES 472
<p><u>Standard 1:</u></p> <p>Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</p>	1.3	1.2	1.3	1.1
<p><u>Standard 2:</u></p> <p>Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p>		2.1-2.3		2.1
<p><u>Standard 3:</u></p> <p>Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.</p>	3.3	3.4		
<p><u>Standard 4:</u></p> <p>Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	4.3	4.4	4.4	4.4
<p><u>Standard 5:</u></p> <p>Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.</p>		5.1-5.3		
<p><u>Standard 6:</u></p> <p>Teachers of diverse students are reflective practitioners who are committed to educational equity.</p>		6.1, 6.2	6.1	6.1

UNCG – Special Education: General Curriculum

Technology Standards	SES 250	SES 465	SES 466	SES 472
<p><u>Standard 1:</u></p> <p>Teachers demonstrate a sound understanding of technology operations and concepts.</p>				
<p><u>Standard 2:</u></p> <p>Teachers plan and design effective learning environments and experiences supported by technology.</p>		2.3-2.5		
<p><u>Standard 3:</u></p> <p>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p>		3.3, 3.4		
<p><u>Standard 4:</u></p> <p>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p>			4.2	
<p><u>Standard 5:</u></p> <p>Teachers use technology to enhance their productivity and professional practice.</p>			5.3	5.1
<p><u>Standard 6:</u></p> <p>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</p>				