



College of Professional Studies University of Wisconsin-Stevens Point

SYLLABUS

EDUC 781

TEACHING EXCEPTIONAL CHILDREN: Practicum-Internship Sections 881-887 Fall 2016

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DESCRIPTION:

Professional practice in teaching children and youth with exceptional needs. Two credits per category and level; letter grade. Online with requirement of ongoing, concurrent teaching of students with active IEPs in the area(s) of exceptionality for which the graduate student is enrolled in EDUC 781.

LEARNING OUTCOMES:

Upon completing Teaching Exceptional Children: Practicum/Internship, students will be able to:

- ❖ Demonstrate the performances, essential knowledge and critical dispositions of the International Teaching Assessment and Support Consortium (InTASC) Model Core Teaching Standards required for certification and licensure.
- ❖ Demonstrate evidence of critical reflection about his/her teaching practice and experiences.
- ❖ Design and implement instructional lessons reflective of current student Individualized Education Program goals, while being responsive to student backgrounds and needs.

PREREQUISITES:

1. Students need to have completed an undergraduate degree in education **and** possess initial teaching certification.
2. Students must be eligible for graduate status by being enrolled in a UW-Stevens Point graduate certification and/or masters program or have a prior undergraduate degree in education with certification between PK-12 levels. Graduate status.
3. Students must have completed six credits of UW-Stevens Point exceptional education coursework at the undergraduate or graduate level.

4. Students must have a 3.00 cumulative GPA in all previous coursework toward initial certification in education from all universities/colleges attended and/or a 3.00 GPA in coursework taken at UW-Stevens Point.
5. Students must have the recommendation of the Coordinator of Exceptional Education to take this course. That recommendation will be then forwarded to the course instructor.

This course conforms to Wisconsin DPI rules governing licensure programs as set forth in PI34.21(1), PI 34.27(3), PI 34.28(3), PI34.29(3). Local educational agency support must be documented, and temporary licensure may be required.

UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

AMERICANS WITH DISABILITIES ACT:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you need special accommodations to meet any of the course requirements, please register with the Disability Services Office (located on the 6th floor of the Learning Resource Center) and contact me at the beginning of the course. For more information, refer to: <http://www4.uwsp.edu/special/disability/>.

InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1a. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needed in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

1d. The teacher understand how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Critical Dispositions

- 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1i. The teacher is committed to using learners' strengths as a basis for growth, and their misconception as opportunities for learning.
- 1j. The teacher takes responsibility for promoting learner growth and development.
- 1k. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

- 2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and need and create opportunities for students to demonstrate their learning different ways.
- 2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rate growth, take demands, communication, assessment, and response modes) for individual students with particular learning differences of needs.
- 2c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2d. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2e. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

- 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
- 2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.
- 2k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

- 2l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her potential.
- 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2n. The teacher makes learners feel valued and helps them learn to value each other.
- 2o. The teacher values diverse language and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances

- 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally.
- 3c. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3d. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.
- 3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

- 3f. The teacher communicates verbally and nonverbally in way that demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3g. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3h. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

- 3i. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3j. The teacher knows how to help work productively and cooperatively with each other to achieve learning goals.
- 3k. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3m. The teacher knows how to use technologies and how to guide learner to apply them in appropriate, safe, and effective ways.

Critical Dispositions

- 3n. The teacher is committed to working with learners, colleagues, families, and communities to establish positive supportive learning environments.
- 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3p. The teacher is committed to supporting learners as that participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3q. The teacher seeks to foster respectful communication among all members of the learning community.
- 3r. The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

- 4a. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promote each learner's achievements of content standards.
- 4b. The teacher engages student in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspective so that they master the content.
- 4c. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4d. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4e. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4f. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4g. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4h. The teacher creates opportunities for the students to learn, practice, and master academic language in their content.
- 4i. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

- 4j. The teacher understands major concepts, assumptions, debates, processes on inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4k. The teacher understands common misconceptions in learning that discipline and how to guide learner to accurate conceptual understanding.
- 4l. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to the learners.

4m. The teacher knows how to integrate culturally relevant content to build on learner' background knowledge.

4n. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions

4o. The teacher realizes that content knowledge is not fixed body of facts but is complex, cultural situated, and ever evolving. S/he keeps abreast of new ideas and understanding in the field.

4p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4r. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5a. The teacher develops and implements project that guide learners in analyzing the complexities of an issue or question using perspective from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5b. The teacher engages learners in applying content knowledge to the real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5c. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5d. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5e. The teacher develops learners' communication skills in disciplinary and interdisciplinary context by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5f. The teacher engages learners in generation and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5g. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5h. The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge

5i. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5j. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to core subjects and knows how to weave those themes into meaningful learning experiences.

5k. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5l. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5m. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5n. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5o. The teacher understands creative thinking processes and how to engage learners in producing original work.

5p. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into curriculum.

Critical Dispositions

5q. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5r. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5s. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

- 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.
- 6b. The teacher designs assessments that match learning objects with assessment methods and minimizes sources of bias that can distort assessment results.
- 6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6d. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.
- 6f. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.
- 6i. The teacher continually seeks appropriate ways to employ technologies to support assessment practice both engage learners more fully and to assess and address learner needs.

Essential Knowledge

- 6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6m. The teacher knows when and how to engage learners in analyzing their own assessment results and helping to set goals for their own learning.
- 6n. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6o. The teacher know when and how to evaluate and report learner progress against standards.
- 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Critical Dispositions

- 6q. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6s. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

- 7a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7f. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7g. The teacher understands content and content standards and how these are organized in the curriculum.

7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7l. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).

Critical Dispositions

7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7p. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.

8b. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in responses to student learning needs.

8c. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8e. The teacher provides multiple models and representation of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8f. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8i. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

8j. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

- 8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships.
- 8n. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8o. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

- 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8s. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9d. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9f. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documents of sources and respect for others in the use of social media.

Essential Knowledge

- 9g. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9k. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

- 9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10a. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10b. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10c. The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10e. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10f. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10g. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families and colleagues.

10h. The teacher uses and generates meaningful research on education issues and policies.

10i. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10j. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10k. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

10p. The teacher actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10r. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10s. The teacher takes responsibility for contributing to and advancing the profession.

10t. The teacher embraces the challenge of continuous improvement and change.

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS:

1. **Credit Hour Expectations.** UWSP standards mandate that this online semester course has a minimum requirement of 90 hours outside of class time for each two credits awarded.
2. **Confidentiality.** Confidentiality must always be respected. Do not use the real names of students, teachers, parents, etc. in your written assignments and discussions.
3. **Academic Integrity.** Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChap14.pdf>

4. **Course Content.** Review all course content in D2L (Course Requirements, Frequently Asked Questions, Cooperating Teacher Involvement, Practicum Student Assignments) for complete information regarding procedures and expectations.
5. **University Email.** All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
6. **Graduate Practicum/Cooperating Teacher Agreements.** Identify an individual who can serve as your cooperating teacher. Your cooperating teacher will consult with you and the UW-Stevens Point supervisor in setting expectations, making observations, and evaluating your teaching experience. That person can be a teacher in your district or C.E.S.A. who has at least three years classroom experience and is licensed in all special education areas for which you are currently enrolled in EDUC 781. In the event that a licensed special educator is not available to perform this function, the administrator who supervises your teaching (e.g., the principal) may do so. Provide copies to that individual of **Letter to Cooperating Teacher** and the **Cooperating Teacher Agreement**. It will also be helpful to insure that your CT has access to the Handbook for Student Teaching available on the UWSP website. Ask your cooperating teacher to complete and sign the written agreement. Add your signature and date to the document. Scan the document to a pdf format then upload to the D2L dropbox.

Cooperating Teacher Agreement due September 16, 2016

7. **Online Discussions.** Participate in the five online discussions, open only for restricted lengths of time, as assigned throughout the semester. After the restricted time, you will not be able to add to the discussion. Regular engagement with fellow EDUC 781 students is essential to create ongoing conversations on topics related to teaching students with special needs. Plan to engage frequently in each discussion thread to maintain a robust discussion. Generally, the instructor reads posts daily but will not often enter the exchanges. To earn all 5 points you must 1) respond to the current discussion question, 2) read 75% of all posts during each discussion, 3) at least four times thoughtfully and meaningfully respond to posts of other participants and 4) participate in each discussion (read peer posts and add further posts) throughout the majority of the open posting period, thereby fostering an interactive discussion.

Introductory Discussion from September 6 – September 14, 2016

(Introductory Discussion is ungraded - only initial entry plus one additional response is expected)

Discussion 1 from September 15 – September 28, 2016

Discussion 2 from September 29 – October 26

Discussion 3 from October 27 – November 16

Discussion 4 from November 17 – December 7

8. **Weekly Standards-Based Reflections and Aggregated InTASC Standards-Based Reflections Portfolio.** To comply with DPI teacher licensing requirements, you will create a portfolio that enumerates your educational practices related to children who exhibit exceptional educational needs in the area(s) for which you are enrolled in EDUC 781. The portfolio will be comprised of weekly reflections that are linked to the InTASC Model Teaching Standards (provided earlier in syllabus). Each week by the dates listed below you will submit, via D2L dropbox, a standards-based reflection that addresses a different one of the InTASC standards. After you have submitted reflections based on all ten standards, you will copy and paste the reflections into the aggregate document (template in D2L) and also submit that final version via D2L.

1st Weekly Reflection (standard selected is your choice) due September 23

2nd Weekly Reflection (standard selected is your choice) due September 30

3rd Weekly Reflection (standard selected is your choice) due October 7

4th Weekly Reflection (standard selected is your choice) due October 14

5th Weekly Reflection (standard selected is your choice) due October 21

- 6th Weekly Reflection (standard selected is your choice) due October 28**
- 7th Weekly Reflection (standard selected is your choice) due November 4**
- 8th Weekly Reflection (standard selected is your choice) due November 11**
- 9th Weekly Reflection (standard selected is your choice) due November 18**
- 10th Weekly Reflection (standard selected is your choice) due December 2**
- Aggregated InTASC Standards-Based Reflections Portfolio (compilation of the 10 weekly reflections) due December 7**

9. Observation Reports and related Lesson Plans. Your cooperating teacher must formally observe your teaching a minimum of **two** times during the term of your Practicum-Internship. (A third observation will only be required if, after the two observations, your cooperating teacher does not feel your performance can be rated as “Ready” in all ten InTASC Standards areas on the Cooperating Teacher Summary Evaluation Report form.) A pdf copy of each formal **Observation Report** completed by your cooperating teacher must be uploaded to the D2L dropbox by the dates listed below. [You will provide a blank, electronic copy of the Observation Report to your cooperating teacher; it is on D2L.] Be sure the form is fully completed, including dated signatures from you and your cooperating teacher. You are responsible for the timely transmission of the reports. For each observation, you will also submit the related lesson plan, using the format provided in D2L. Upload the observation reports (pdf only) and the corresponding lesson plans so they are received on or before the following dates:

- Observation 1 due October 14, 2016**
- Observation 2 due November 11, 2016**
- Observation 3 due December 2, 2016 (if needed)**

10. Cooperating Teacher Summary Evaluation Report. *Mail* to the instructor the original **Cooperating Teacher Summary Evaluation Report**, prepared and signed by your cooperating teacher or administrator and you in accordance with procedures described on D2L.

Due December 9, 2016

11. Case Study. Develop, then upload to D2L, a case study you’ve written related to one student who has qualified for special education services (in the area for which you are enrolled in EDUC 781) and to whom you are providing regular and on-going programming. Detailed instructions, a rubric and a condensed example for the case study can be found on D2L. Please note: The current IEP for the case study student (with all identifying information removed or blacked out) must be mailed to the instructor so that it arrives by the date below; the case study is due the same date.

Due December 9, 2016

12. Grading Procedures. You will receive credit according to the following point system:

Ten Weekly Standards-Based Portfolio Reflections @ 20 points each.....	200 points
Aggregated InTASC Standards-Based Reflection Portfolio.....	5 points
Two Lesson Plans @ 10 points each.....	20 points
Two Observation Reports @ 5 points each	
(written by CT and signed by both you & CT).....	10 points
Participation in five Online Discussions	
@ 5 points for each Discussion 1 – 4.....	20 points
Case Study.....	75 points
Cooperating Teacher Summary Evaluation Report.....	5 points
Total.....	335 points

13. Grading Scale. According to UWSP policies, a grade of “C-” or above must be earned or the course must be repeated. Letter grades will be assigned based on the following percentages.

Percentage	Grade
100%-96%	A
95-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
Below 70%	F

14. Final Notes regarding Course Submissions.

Be sure your full name and the assignment title are at the top of each course submission document.

All dropbox submissions must be in either Word or PDF formats. Before uploading any assignment to a D2L dropbox, rename and save the document according to the following naming protocol: **lastname_firstname_date_assignmentname**

Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will be required to re-submit the saved copy.

Use the instructor’s campus address as shown on the first page of the syllabus for all materials mailed to UW-Stevens Point. Also, check that the proper amount of postage is affixed. Insufficient postage usually results in delivery delays.