

EDUCATION 397, SECTION 1: THE COMPETENT SPECIAL EDUCATOR:
COURSE CONTENT INTO PRACTICE
3 credits

University of Wisconsin – Stevens Point
Spring 2017

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Office Hours: Wednesdays, 11:00am-12:00pm
Lecture: Mondays/Wednesdays, 8:00-8:50am, CPS 228; and Online
Prerequisite: Educ 351/551 or Instructor Consent and Admission to Professional Education

I. Purpose and Description of Course: Education 397 students will engage in activities to connect content from other special education courses into comprehensive special education practice. Students will review the administration, scoring, and interpretation of tools used in individualized assessment. They will use information from an IEP meeting to develop a full annual IEP for a case study student. In addition, students will develop skills in conducting IEP meetings. Students will also participate in activities and assignments to further their skills in the instructional process culminating in a comprehensive learning map for one specific skill for one specific student. All written work and oral communication in Education 397 fits the backbone of the special education profession.

II. Communication in the Major: Education 397 is approved as meeting the requirements for both Oral and Written Communication in the Major.

III. Required Textbooks:

Polloway, E. (2013). *Strategies for teaching learners with special needs* (10th ed.). Boston: Pearson.

Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). *A survival guide for new special educators*. San Francisco: Jossey-Bass.

IV. Required Readings: Required readings that supplement the textbook will be posted on D2L. The student are expected to read all required readings prior to the respective class. Activities in class will be based in part on the required reading.

V. Course Objectives: The objectives of this course follow the InTASC Model Core Standards as defined by the Department of Public Instruction and the Council for Exceptional Children Content Guidelines.

InTASC 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 takes 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

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.

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.

1k. The teacher values the input and contributions of families, colleagues, and other professionals in understands 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.

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 other 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.

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.

6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.

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.

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.

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

6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.

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.

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.

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.

Essential Knowledge

9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

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).

Critical Dispositions

9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

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.

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.

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

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.

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

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

Council for Exceptional Children Content Guidelines

- Philosophical, historical and legal foundations of special education including:
 - The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline).
 - Current educational terminology and definitions relevant to students who would benefit from an independent curriculum, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
 - The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and schooling.
 - The issues related to definitions and identification procedures for student with disabilities including those from culturally and or linguistically diverse backgrounds
 - The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

- The characteristics of learners including:
 - The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of all students with disabilities.
 - The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.
 - The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.

- Assessment, diagnosis and evaluation including:
 - The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.
 - The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.
 - The terminology used in the administration of tests and other evaluation materials.
 - The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews).

- A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
 - The accurate development and maintenance of student evaluation records (e.g., summary of findings).
- Instructional content and practice including:
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
 - Generalization and maintenance of skills across learning environments.
 - Cultural perspectives related to effective instruction for students with disabilities.
 - Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.
 - The development and implementation of transition planning.
 - The development and revision of appropriate individualized education programs.
- Managing Student Behavior and Social Skills/Interactions including:
- Theories of behavior as they relate to students with disabilities
 - Planning, implementing and evaluation group and individual behavior management strategies, that include:
 - Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
 - Data collection.
 - Defining target behaviors.
 - Teaching replacement behaviors..
- Communication and collaborative partnerships including:
- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment.
 - Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.
 - The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.
 - The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns.

- Professional and ethical practices including:
 - Personal and cultural biases and differences that affect one's teaching and interactions with others.
 - The importance of the teacher serving as a role model and advocate for students.
 - The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.
 - Positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

VI. Course Expectations:

- a. Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 1 week of the due date will be downgraded 10% from the earned grade. Assignments turned in after 1 week of the due date will earn zero points.
- b. Complete the assigned readings **before** coming to class.
- c. Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.) Laptops/technology devices are allowed for taking notes and participating in class activities only. I will deduct points for use of cell phones, texting, talking, sleeping, and leaving early, etc. Be always mindful of the **UW-Stevens Point Professional Education Program Teacher Candidate Dispositions** – document is available on D2L.
- d. Confidentiality must always be respected. Do not use the names of local people (students, teachers, parents, etc.) in your written assignments and discussions.
- e. Conduct yourself as a professional educator should conduct him/herself.
- f. All written assignments are to use 'people first' language.
- g. Assignment Format:
 - i. Type and double-space all written assignments
 - ii. Size 12 point Times New Roman font.
 - iii. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- h. Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- i. Discuss questions regarding grades with me privately. Make an appointment or come to office hours to discuss your concerns.
- j. This class is a Communication in the Major (CM) course. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. This course complies with and fulfills all School of Education guidelines for CM courses.

VII. Special Notes:

- a. UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and

instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Click here for more information:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

- b. 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. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- c. 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, visit:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.
- d. **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- e. Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.
- f. Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- g. edTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment; what must be done for it should be viewed as what good teachers do.

VIII. School of Education Policies

- a. Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.
- b. Practicum must be successfully completed to pass this class.

- c. Every SOE course requires an artifact to be placed in the student's ePortfolio. The artifact for EDUC 397 is the Learning Map.

IX. Assignments:

Course requirements are designed to help you foster proficiencies for successful teaching.

1. Attendance and Participation

- The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course should also strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside of class is strongly encouraged.
- You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation, and professional demeanor.
- Attend class regularly and be on time. You are allowed two absences without penalty. After each subsequent absence (3rd, 4th, 5th, etc.), I will lower your final grade one letter grade. E-mail me if you will be missing a class. If you leave class early or arrive late, you may lose points.
- Please communicate with me if you have continued extenuating circumstances.

2. Dispositions Self-Assessment

- Complete a self-assessment of your current skills compared to the UWSP Professional Education Program Teacher Candidate Dispositions document (available in D2L) and upload to the D2L Dropbox.

3. DPI Website Exploration

- Investigate websites related to special education and complete the form (on D2L) before uploading to the D2L Dropbox.

4. Vocabulary/Acronym Activity

- Create an activity that could be used in a classroom to reinforce vocabulary terms (or acronyms) and their meanings. You will share the activity in class. See the D2L content page for additional instructions.

5. Quizzes

- You will complete three in-class quizzes on the eligibility criteria for SLD, EBD and ID that will be announced in advance.

6. Learning Map

- You will complete a comprehensive learning map designed for the instruction of one specific IEP goal including all steps of shaping toward the final desired criteria. A complete assignment description will be provided.

- This assignment is the signature embedded assessment for the course and must to be placed in your educational portfolio.

7. Annual IEP

- With a partner, you will develop an annual IEP. Required forms to be submitted will be noted in assignment directions.

8. Practicum

- Observe UWSP Practicum Experience Protocol (available in D2L).
- Obtain permission to begin your practicum placement. A hard copy of the Practicum Agreement signed by both CT and you will be turned in prior to the start of your practicum.
- Complete a minimum 30-hour practicum with students with exceptionalities under the direction of a special education teacher. The intent of this practicum experience is for you to gain further experience teaching students with special needs and assisting their teachers.
- Practicum hours must be spread over no less than an eight week period within the UWSP semester. Massed blocking of hours over the course of a few school days will not be accepted.
- Practicum Time Log, signed by the cooperating teacher at each visit to verify the clock hours you were at the placement, must be submitted with the Performance Evaluation.
- Performance Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted by date established by professor.
- Practicum **MUST** be successfully completed in all aspects to pass the class. That determination will be made by the instructor based on the student’s practicum time log and performance evaluation completed by the cooperating teacher.

9. ePortfolio Assignment

- Your ePortfolio must contain a copy of your Learning Map, description, analysis, a reflection, and your practicum evaluation form. Specific assignment descriptions are available on D2L.

10. Final Exam

- You will reflect upon the InTASC Standards and connect them to experiences you had in your practicum. You will also reflect on your future in the field of special education.

Personal Grade Tracker

ASSIGNMENT	POINTS POSSIBLE	SCORE
Attendance and Participation	Maintain grade earned	

Dispositions Self-Assessment	10 (5 Pre; 5 Post)	
Cooperating Teacher Agreement	5	
DPI Website Exploration	5	
Vocabulary/Acronym Activity	10	
Learning Map	66	
Annual IEP	74	
Quizzes - SLD, EBD, ID criteria	18	
Practicum Evaluation Form	10	
Practicum Time Log	10	
ePortfolio Assignment (Learning Map)	8	
Final Exam	16	
Total	232	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

Tentative Schedule

CLASS	DATE	TOPICS	ASSIGNMENTS
1	January 23	<ul style="list-style-type: none"> ● Chapter 1: Getting the Right Job ● Online Class 1: Mock Interviews 	<input type="checkbox"/> Read Chapter 1 (Billingsley)
2	January 25	<ul style="list-style-type: none"> ● Chapter 2: Great Beginnings ● Online Class 2: Wisconsin State Performance Plan Indicators 	<input type="checkbox"/> Read Chapter 2 (Billingsley)
3	Online	<ul style="list-style-type: none"> ● Chapter 2: Great Beginnings ● Online Class 3: CEC Initial Preparation Standards 	
			<input type="checkbox"/> Online Class 1 Assignment: Mock Interview due January 29, 11:59pm <input type="checkbox"/> Online Class 2 Assignment: Wisconsin State Performance Plan Indicators due January 29, 11:59pm <input type="checkbox"/> Online Class 3: CEC Initial Preparation Standards due January 29, 11:59pm <input type="checkbox"/> Dispositions Pre-Self-Assessment due January 29, 11:59pm
4	January 30	<ul style="list-style-type: none"> ● Chapter 3: ● Working with Others ● Online Class 4: Best Practices in Collaboration 	<input type="checkbox"/> Read Chapter 3 (Billingsley)
5	February 1	<ul style="list-style-type: none"> ● Syllabus ● Introductions ● Vocabulary/Acronym Activity Sign Up 	
6	Online	<ul style="list-style-type: none"> ● Online Class 6: Following Special Education Law 	

			<input type="checkbox"/> Online Class 4: Best Practices in Collaboration due February 5, 11:59pm <input type="checkbox"/> Online Class 6: Following Special Education Law due February 5, 11:59pm <input type="checkbox"/> DPI Website Exploration due February 5, 11:59pm
7	February 6	<ul style="list-style-type: none"> ● Chapter 4: Special Education Law ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 4 (Billingsley)
8	February 8	<ul style="list-style-type: none"> ● Chapter 5: Developing Quality IEPs ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 5 (Billingsley)
9	Online	<ul style="list-style-type: none"> ● Online Class 9: IEP Meetings 	
			<input type="checkbox"/> Cooperating Teacher Agreement due February 12, 11:59pm <input type="checkbox"/> Online Class 9: IEP Meetings due February 13, 11:59pm
10	February 13	<ul style="list-style-type: none"> ● Individualized Education Programs (I-1, I-3, I-4) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-1, I-3, I-4
11	February 15	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) ● Pre-Quiz: Emotional/Behavioral Disorders Eligibility Criteria (ungraded) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4
12	Online	<ul style="list-style-type: none"> ● Online Class 12: Emotional/Behavioral Disorders Eligibility Criteria 	
			<input type="checkbox"/> Draft of I-1 and I-3 due to peer February 19, 11:59pm

			<input type="checkbox"/> Online Class 12: Emotional/Behavioral Disorders Eligibility Criteria due February 19, 11:59pm <input type="checkbox"/> Study for Emotional/Behavioral Disorders Eligibility Criteria Quiz
13	February 20	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) ● Post-Quiz: Emotional/Behavioral Disorders Eligibility Criteria (graded) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4
14	February 22	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4
15	Online	<ul style="list-style-type: none"> ● Online Class 15: Document Collection 	
			<input type="checkbox"/> Feedback of peer's I-1 and I-3 due February 5, 11:59pm <input type="checkbox"/> Draft of I-4 due to peer February 26, 11:59pm <input type="checkbox"/> Online Class 15: Document Collection due February 26, 11:59pm
16	February 27	<ul style="list-style-type: none"> ● Individualized Education Programs (I-7-Forward, P-2) 	<input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-7-Forward, P-2
17	March 1	<ul style="list-style-type: none"> ● Chapter 10: Assessment and Knowing Your Students ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 10 (Billingsley)
18	Online	<ul style="list-style-type: none"> ● Online Class 18: Universal Design for Learning And...(Part 1) 	

			<input type="checkbox"/> Feedback of peer's I-4 due March 5, 11:59pm <input type="checkbox"/> Draft of I-7-Forward and P-2 due to peer March 5, 11:59pm <input type="checkbox"/> Online Class 18: Universal Design for Learning And...(Part 1) due March 5, 11:59pm
19	March 6	<ul style="list-style-type: none"> ● Chapter 11: Universal Design for Learning and Technology ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 11 (Billingsley)
20	March 8	<ul style="list-style-type: none"> ● Chapter 12: Effective Instructional Practices and Lesson Planning ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 12 (Billingsley)
21	Online	<ul style="list-style-type: none"> ● Online Class 21: Universal Design for Learning And...(Part 2) 	
			<input type="checkbox"/> Feedback of peer's I-7-Forward and P-2 due to peer March 12, 11:59pm <input type="checkbox"/> Online Class 21: Universal Design for Learning And...(Part 2) due March 12, 11:59pm
22	March 13	<ul style="list-style-type: none"> ● Chapter 13: Teaching Reading ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 13 (Billingsley)
23	March 15	<ul style="list-style-type: none"> ● Chapter 14: Teaching Writing ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 14 (Billingsley)
24	Online	<ul style="list-style-type: none"> ● Online Class 24: Writing Instruction Observation 	
			<input type="checkbox"/> IEP Assignment due March 19, 11:59pm

Spring Break

			<input type="checkbox"/> Online Class 24: Writing Instruction Observation due March 26, 11:59pm
25	March 27	<ul style="list-style-type: none"> ● Chapter 15: Teaching Mathematics ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 15 (Billingsley)
26	March 29	<ul style="list-style-type: none"> ● Learning Map: Parts 1 & 2 ● Shaping and Fading ● Instructional Cycle ● Pre-Quiz: Intellectual Disability Eligibility Criteria (ungraded) 	<input type="checkbox"/> Bring an electronic or hard copy of the Learning Map Assignment
27	Online	<ul style="list-style-type: none"> ● Online Class 27: Intellectual Disability Eligibility Criteria 	
			<input type="checkbox"/> Online Class 27: Intellectual Disability Eligibility Criteria due April 3, 11:59pm <input type="checkbox"/> Study for Intellectual Disability Eligibility Criteria Quiz
28	April 3	<ul style="list-style-type: none"> ● Learning Map: Parts 3 & 4 ● Post-Quiz: Intellectual Disability Eligibility Criteria (graded) 	<input type="checkbox"/> Bring an electronic or hard copy of the Learning Map Assignment
29	April 5	<ul style="list-style-type: none"> ● Learning Map: Parts 5 & 6 ● Pre-Quiz: Specific Learning Disability Eligibility Criteria (ungraded) 	<input type="checkbox"/> Bring an electronic or hard copy of the Learning Map Assignment
30	Online	<ul style="list-style-type: none"> ● Online Class 30: Specific Learning Disability Eligibility Criteria 	
			<input type="checkbox"/> Online Class 30: Specific Learning Disability Eligibility Criteria due April 9, 11:59pm

			<input type="checkbox"/> Study for Specific Learning Disability Eligibility Criteria Quiz
31	April 10	<ul style="list-style-type: none"> ● Chapter 16: Teaching Content ● Vocabulary/Acronym Activity ● Post-Quiz: Specific Learning Disability Eligibility Criteria (graded) 	<input type="checkbox"/> Read Chapter 16 (Billingsley)
32	April 12	<ul style="list-style-type: none"> ● Chapter 9: Supporting Your Students ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 9 (Billingsley)
33	Online	<ul style="list-style-type: none"> ● Online Class 33: Culturally and Linguistically Diverse Exceptional Students 	
			<input type="checkbox"/> Online Class 33: Culturally and Linguistically Diverse Exceptional Students due April 16, 11:59pm
34	April 17 Online	<ul style="list-style-type: none"> ● Online Class 34: Mid-Course Evaluation 	
			<input type="checkbox"/> Online Class 34: Mid-Course Evaluation due April 18, 11:59pm
35	April 19	<ul style="list-style-type: none"> ● In-Class Learning Map Workshop 	<input type="checkbox"/> Bring draft of Learning Map to class
36	Online	<ul style="list-style-type: none"> ● Online Class 36: Cooperating Teacher Interview 	
			<input type="checkbox"/> Learning Map due April 23, 11:59pm <input type="checkbox"/> Online Class 36: Cooperating Teacher Interview due April 23, 11:59pm

37	April 24	<ul style="list-style-type: none"> ● Chapter 6: Organizing and Managing Your Work ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 6 (Billingsley)
38	April 26	<ul style="list-style-type: none"> ● Chapter 7: Classroom and Behavior Management ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 7 (Billingsley)
39	Online	<ul style="list-style-type: none"> ● Online Class 39: Practicum Classroom/Behavior Management 	
			<input type="checkbox"/> Dispositions Post-Self-Assessment due April 30, 11:59pm <input type="checkbox"/> Online Class 39: Practicum Classroom/Behavior Management due April 30, 11:59pm
40	May 1	<ul style="list-style-type: none"> ● Chapter 8: Collaboration and Co-Teaching ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 8 (Billingsley)
41	May 3	<ul style="list-style-type: none"> ● Chapter 17: Teaching Students with Limited to Pervasive intellectual Disability ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 17 (Billingsley)
42	Online	<ul style="list-style-type: none"> ● Online Class 42: Co-Teaching Case Study 	
			<input type="checkbox"/> ePortfolio due May 8, 11:59pm <input type="checkbox"/> Online Class 42: Co-Teaching Case Study due May 8, 11:59pm
43	May 8	<ul style="list-style-type: none"> ● Chapter 18: Managing Student Health Needs ● Vocabulary/Acronym Activity 	<input type="checkbox"/> Read Chapter 18 (Billingsley)
44	May 10	<ul style="list-style-type: none"> ● TBA ● Course Evaluations 	
45	Online	<ul style="list-style-type: none"> ● Online Class 45: TBA 	
			<input type="checkbox"/> Practicum Evaluation Form due May 14, 11:59pm

			<input type="checkbox"/> Practicum Time Log due May 14, 11:59pm <input type="checkbox"/> Online Class 45: TBA due May 14, 11:59pm
No in-person meeting during our final exam time (Thursday, May 18, 10:15am-12:15pm)			<input type="checkbox"/> Final Exam due May 18, 11:59pm