

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

University of Wisconsin – Stevens Point
Spring 2020

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Office Hours: Mondays 2:30-3:30pm

Lecture: Mondays/Wednesdays, 8:00am-9:15am, CPS 228
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. 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: 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.

III. Required Textbooks:

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 Canvas. Students 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. Student Learning Outcomes

VI. Academic Expectations and Standards: Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.

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. Additional information about the UWSP Community Rights and Responsibilities can be found at:

<https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

b. 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. Wisconsin Administrative Code/PI 34

a. PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

IX. InTASC Model Core Teaching Standards: The objectives of this course follow the InTASC Model Core Standards as defined by the Department of Public Instruction.

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.

X. Council for Exceptional Children Standards: 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 Initial Educator Standards.

- a. CEC Standard 6 - Professional Learning & Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- b. CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

XI. Course Structure

- a. This course will be delivered in a face-to-face method and through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

XII. Netiquette

- a. Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- b. Working as a community of learners, we can build a polite and respectful course community.
- c. The following netiquette tips will enhance the learning experience for everyone in the course:
 - Do not dominate any discussion.
 - Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
 - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students.
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.

- Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

XIII. Communicating with your Instructor

- You can reach me via:
 - Email is the quickest way to reach me at: nlogan@uwsp.edu
 - Call my office at any time (715-346-2563). Leave a voicemail if I do not answer.
 - Skype Videoconference is also available by request.
- Communicate Clearly: Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

XIV. Technology Guidelines:

- a. **Technology Access:** You will need access to the following tools to participate in this course: video recording device, audio recording device, and a stable internet connection (don't rely on cellular).
- b. **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- c. **Participation with Online Tools:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

XV. Inclusivity Statement

- a. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity,

race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

b. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

XVI.Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

(1) **UWSP Service Desk:** The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

b. **Care Team:** The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

XVII.Understand When You May Drop This Course: It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student

unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XVIII. Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XIX. Equal Access for Students with Disabilities

a. UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

b. If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

XX. Academic Integrity

a. Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

b. Student Academic Disciplinary Procedure:

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

XXI. Confidentiality: Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

XXII. Religious Beliefs Accommodation: It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- a. There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- b. You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- c. Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- d. Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- e. You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

XXIII. Absences due to Military Service: As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

XXIV. Viewing Grades/Feedback in Canvas: Points you receive for graded activities will be posted to the Canvas Gradebook. Email me if you do not see your assignment grades within 2 weeks of submitting the assignment.

XXV. Building Rapport: If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XXVI. Other Campus Policies

a. **FERPA:** The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

b. **Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

c. **Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

d. **Drug Free Schools and Communities Act:** The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

e. **Copyright infringement:** This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

XXVII. Student Expectations: All students should

- a. Complete the assigned readings before participating in the activities corresponding to the chapters.
- b. Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.) 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.
- c. You are welcome to take notes and participate in in-class activities on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.
- d. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- e. Conduct yourself as a professional educator should conduct him/herself.
- f. Use “people first” language in all interactions.
- g. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- h. Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- i. Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- j. All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- k. Make an appointment to discuss questions regarding grades/other concerns with me privately.
- l. Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)

- m. Credit Hour Expectations: UWSP standards mandate that this course has a minimum requirement of 45 hours outside of class time for each one credit awarded.

XXVIII.Late Work Policy:

- a. Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Late assignments will not be accepted without prior arrangements and will receive a score of a zero. Email me before an assignment is due if you need an extension on an assignment.

XXIX.School of Education Policies

- 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.

XXX.Course Requirements: The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the above outlined standards and student learning outcomes. *Please note that the following are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages. In other words, failure to complete any of the following assignments will result in course failure: IEP Assignment, Professional Engagement Activities and Reflections, Practicum Hours Log or Evaluation Form, and Practicum Reflection Paper.* Do not submit google doc links for your assignments.

1. Attendance

- a. 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.
- b. 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.
- c. **You are allowed two absences without penalty.** For every third absence (“excused” or “unexcused”-I do not differentiate between the two), students’ final grade will be lowered 5% (for example, 95% to 90% for 3 absences; 95% to 85% for 6 absences). Active participation in class and group activities is an important part of the learning process and development of educational professionalism. You are expected to read the assigned material before each class: you will frequently be asked to discuss reading material and complete formative activities.
- d. Accommodations can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave). If you will be missing class due to a UWSP-related event, before your absence you must request an alternative assignment you can complete and hand in or your absence will count as one of your four unpenalized ones .
- e. Email 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.

- i. Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation.” Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
 - i. Attend all your classes regularly. We do not have a system of permitted "cuts."
 - ii. If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
 - iii. During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
 - iv. If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
 - v. If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
 - vi. If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
 - vii. If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
 - viii. If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

2. Participation: Students will earn participation points for in-class activities. I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me before class if there is a reason that you will need to have your cellphone visible during class. Accommodations allowing students to

earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave).

3. Various Content-Related Assignments

- a. **Dispositions Self-Assessment:** Complete a self-assessment of your current skills (at the beginning and end of the semester) compared to the UWSP Professional Education Program Teacher Candidate Dispositions document and upload to the Dropbox.
- b. **DPI Website Exploration:** Investigate Wisconsin Department of Public Instruction Special Education websites and upload the assignment to the Dropbox.
- c. **Reading Instruction Observation:** Complete an observation during your practicum and reflect on the teaching-learning experience with respect to supporting reading development for students with disabilities. This assignment is due in class. You must bring a printed off copy.
- d. **Writing Instruction Observation:** Complete an observation during your practicum and reflect on the teaching-learning experience with respect to supporting writing development for students with disabilities. This assignment is due in class. You must bring a printed off copy.
- e. **Practicum/Behavior Management Information:** Takes notes on your practicum teacher's behavior management system. Additional directions are posted in Canvas. This assignment is due in class. You must bring a printed off copy.
- f. **Cooperating Teacher Interview:** Write questions inquiring about how your cooperating teacher manages his/her work. interview your cooperating teacher to answer your questions. This assignment is due in class. You must bring a printed off copy.
- g. **Culturally and Linguistically Diverse Exceptional Students:** As a part of learning about effective instructional practices, you will read about complete an activity to learn more culturally and linguistically diverse students with disabilities. This assignment is due to Canvas.
- h. **Interview Questions:** Bring a paper copy of ten interview questions that you may encounter in an interview for a special education positions. You will interview a partner using these questions.

4. Quizzes

- a. You will complete three in-class quizzes on the eligibility criteria for SLD, EBD and ID.

5. Learning Map

- a. 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.

6. Annual IEP

- a. You will develop an annual IEP. Required forms to be submitted will be noted in assignment directions.

7. Practicum

- a. 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.
 - o The Practicum Fair will be held in CPS 209 on Thursday, January 30, 2020, 4:00 pm – 7:00 pm AND Friday, January 31, 2020, 10:00 am – 2:00 pm.
 - o This is a level 2 practicum experience - Practicum II (typically 20-40 hours): Pre-service teachers may assume further responsibilities, such as instructing small groups or large groups for all or parts of lessons. Lesson content and materials may be prepared by the pre-service teacher along with beginning experience with assessment of student work, subject to approval and guidance by the host teacher. Participation must be under the direct supervision of a host teacher. Documentation of hours by the host teacher is required.
 - o You may not return to Nekoosa School District unless you and I have made prior arrangements.
- b. 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.
- c. Observe UWSP Practicum Experience Protocol. 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.
- d. The 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.
- e. The Practicum Performance Evaluation completed by cooperating teacher, signed by both the CT and you, must be submitted by deadline.
- f. 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.

8. Professional Engagement Activities

- a. Attend two Professional Engagement Activities. Upon completion, obtain event organizer's signature, summarize the event, and answer additional reflection questions.

8. Final Exam

- a. 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
Participation	29 points	

	(29 classes x 1 point each)	
Various Content-Related Assignments	45 points (9 x 5 points each)	
Cooperating Teacher Agreement	5	
Learning Map	74	
Annual IEP	50	
IEP Peer Feedback	14	
Quizzes - SLD, EBD, ID criteria	18 (3 x 6 points each)	
Practicum Evaluation Form	20	
Practicum Time Log	20	
Practicum Reflection Paper	40	
Professional Engagement Activities	20 (2 x 10 points each)	
Final Exam	30	
Total	365	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63% & Below	F
79-77%	C+		

Tentative Schedule

DATE	TOPICS	ASSIGNMENTS
January 22	<ul style="list-style-type: none"> ● Syllabus ● Introductions ● Special Education Experience Reflection ● Create Class Norms 	<input type="checkbox"/> Do not need book
January 26		<input type="checkbox"/> Dispositions Pre-Self-Assessment due 11:59pm
January 27	<ul style="list-style-type: none"> ● Chapter 3: Working with Others <ul style="list-style-type: none"> ○ Scavenger Hunt 	<input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Bring book

	<ul style="list-style-type: none"> ○ Educator Effectiveness 	
January 29	<ul style="list-style-type: none"> ● Chapter 4: Special Education Law <ul style="list-style-type: none"> ○ Timeline ○ Flow Chart ○ Following Special Education Law 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4 <input type="checkbox"/> Bring laptop/tablet/phone for research and book.
February 2		<ul style="list-style-type: none"> <input type="checkbox"/> DPI Website Exploration due 11:59pm
February 3	<ul style="list-style-type: none"> ● Chapter 5: Developing Quality IEPs <ul style="list-style-type: none"> ○ Individualized Education Programs in Wisconsin ○ Wisconsin State Performance Plan Indicators ○ IEP Meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring Hard Copy of CCR IEP 5 Beliefs Document <input type="checkbox"/> Bring Copy of CCR IEP 5 Step Process Document <input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Do not need book
February 5	<ul style="list-style-type: none"> ● Individualized Education Programs (I-1, I-3, I-4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring laptop or tablet <input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-1, I-3, I-4 <input type="checkbox"/> Do not need book
February 9		<ul style="list-style-type: none"> <input type="checkbox"/> Draft of I-1 and I-3 due to peer 11:59pm
February 10	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 12	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 16		<ul style="list-style-type: none"> <input type="checkbox"/> Feedback of peer's I-1 and I-3 due to peer 11:59pm
February 17	<ul style="list-style-type: none"> ● Individualized Education Programs (I-4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring electronic or hard copy of <i>Avoiding IEP Errors</i> <input type="checkbox"/> Bring an electronic or hard copy of IEP Form I-4 <input type="checkbox"/> Do not need book
February 19	<ul style="list-style-type: none"> ● Individualized Education Programs (work time) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring your laptop to class. <input type="checkbox"/> Bring an electronic or hard copy of IEP Forms I-1, I-3, and I-4

		<input type="checkbox"/> Do not need book
February 23		<input type="checkbox"/> Draft of I-4 due to peer 11:59pm
February 24	<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 <input type="checkbox"/> Do not need book
February 26	<ul style="list-style-type: none"> ● Chapter 11: Universal Design for Learning and Technology 	<input type="checkbox"/> Read Chapter 11 <input type="checkbox"/> Bring book
March 1		<input type="checkbox"/> Draft of I-7 Forward and P-2 due to peer 11:59pm <input type="checkbox"/> Feedback of peer's I-4 due to peer 11:59pm
March 2	<ul style="list-style-type: none"> ● Chapter 10: Assessment and Knowing Your Students <ul style="list-style-type: none"> ○ Assessment Search ○ Gallery Walk & Matching ○ Small Group Discussion 	<input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Bring book
March 4	<ul style="list-style-type: none"> ● Chapter 13: Teaching Reading <ul style="list-style-type: none"> ○ \$10,000 Pyramid ○ Discussion: Bring Printed Reading Instruction Observation to Class ○ Assistive Technologies for Reading/Writing 	<input type="checkbox"/> Read Chapter 13 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Reading Instruction Observation to Class
March 8		<input type="checkbox"/> Feedback of peer's I-7 Forward and P-2 due to peer 11:59pm <input type="checkbox"/> Cooperating Teacher Agreement due 11:59pm
March 9	<ul style="list-style-type: none"> ● Chapter 14: Teaching Writing <ul style="list-style-type: none"> ○ Assistive Technologies for Reading/Writing ○ Poster Activity ○ Discussion: Bring Printed Writing Instruction Observation to Class 	<input type="checkbox"/> Read Chapter 14 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Writing Instruction Observation to Class
March 11	<ul style="list-style-type: none"> ● Learning Map 	<input type="checkbox"/> Bring an electronic or hard copy of the Learning Map Assignment

		<input type="checkbox"/> Do not need book
March 15		<input type="checkbox"/> IEP Assignment due 11:59pm
Spring Break		
March 22		<input type="checkbox"/> None
March 23	<ul style="list-style-type: none"> ● Online Class: Chapter 2: Great Beginnings <ul style="list-style-type: none"> ○ CEC Initial Preparation Standards 	<input type="checkbox"/> Read Chapter 2
March 25	<ul style="list-style-type: none"> ● Chapter 12: Effective Instructional Practices and Lesson Planning ● Intellectual Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Pre-Quiz (ungraded) ● Class Norms Check In 	<input type="checkbox"/> Read Chapter 12 <input type="checkbox"/> Do not need book
March 29		<input type="checkbox"/> Culturally and Linguistically Diverse Exceptional Students Assignment due 11:59pm <input type="checkbox"/> Study for Intellectual Disability Eligibility Criteria Quiz
March 30	<ul style="list-style-type: none"> ● Intellectual Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz (graded) ● Chapter 12: Effective Instructional Practices and Lesson Planning 	<input type="checkbox"/> Bring book
April 1	<ul style="list-style-type: none"> ● Chapter 12: Effective Instructional Practices and Lesson Planning ● Emotional Behavioral Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Pre-Quiz: (ungraded) 	<input type="checkbox"/> Bring book
April 5		<input type="checkbox"/> Study for Emotional Behavioral Disability Eligibility Criteria Quiz <input type="checkbox"/> Complete Learning Map: Parts 1-4 (do not need to turn in)
April 6	<ul style="list-style-type: none"> ● Emotional Behavioral Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz: (graded) 	<input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Bring book

	<ul style="list-style-type: none"> ● Chapter 9: Supporting Your Students 	
April 8	<ul style="list-style-type: none"> ● Specific Learning Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Pre-Quiz:(ungraded) ● Chapter 15: Teaching Mathematics 	<input type="checkbox"/> Read Chapter 15 <input type="checkbox"/> Do not need book
April 12		<input type="checkbox"/> Study for Specific Learning Disability Eligibility Criteria Quiz <input type="checkbox"/> Complete Learning Map: Part 5 (do not need to turn in)
April 13	<ul style="list-style-type: none"> ● Online Class: Chapter 17: Limited to Pervasive Intellectual Disability OR Chapter 18: Collaborating about Student Health Needs 	<input type="checkbox"/> Read Chapter 17 or Read Chapter 18
April 15	<ul style="list-style-type: none"> ● Specific Learning Disability Eligibility Criteria <ul style="list-style-type: none"> ○ Post-Quiz: (graded) ● Chapter 15: Teaching Mathematics 	<input type="checkbox"/> Do not need book.
April 19		<input type="checkbox"/> Complete Learning Map: Part 6-7 (do not need to turn in)
April 20	<ul style="list-style-type: none"> ● Learning Map Workshop <ul style="list-style-type: none"> ○ Peer review 	<input type="checkbox"/> Bring your Learning Map
April 22	<ul style="list-style-type: none"> ● Chapter 16: Teaching Content 	<input type="checkbox"/> Read Chapter 16 <input type="checkbox"/> Bring book
April 26		<input type="checkbox"/> Learning Map due 11:59pm
April 27	<ul style="list-style-type: none"> ● Chapter 8: Collaboration and Co-Teaching 	<input type="checkbox"/> Read Chapter 8 <input type="checkbox"/> Do not need book
April 29	<ul style="list-style-type: none"> ● Chapter 7: Classroom and Behavior Management <ul style="list-style-type: none"> ○ Bring Printed Practicum Classroom/Behavior Management Information to Class 	<input type="checkbox"/> Read Chapter 7 <input type="checkbox"/> Bring book <input type="checkbox"/> Bring Printed Practicum Classroom/Behavior Management Information to Class
May 3		<input type="checkbox"/> Dispositions Post-Self-Assessment due 11:59pm <input type="checkbox"/> Professional Engagement Activity Verification Forms due 11:59pm

May 4	<ul style="list-style-type: none"> ● Chapter 6: Organizing and Managing Your Work <ul style="list-style-type: none"> ○ Bring Printed Cooperating Teacher Interview to Class 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Do not need book <input type="checkbox"/> Bring Printed Cooperating Teacher Interview to Class
May 6	<ul style="list-style-type: none"> ● Chapter 1: Getting the Right Job <ul style="list-style-type: none"> ○ Mock Interviews ○ Bring Printed Interview Questions to Class 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1
May 10		<ul style="list-style-type: none"> <input type="checkbox"/> Practicum Assignment Evaluation Form and Time Log, and Reflection Paper) due 11:59pm
Final Exam Tuesday, May 12, 2020, 2:45-4:45pm		