EDUCATION 713, SECTION 71: ESSENTIAL SKILLS FOR SPECIAL EDUCATORS
3 credits

University of Wisconsin – Stevens Point
Fall 2019

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Office Hours: Wednesdays 2:30-3:30pm, and by appointment
Lecture: Online

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

I.   Purpose and Description of Course: Education 713 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 713 fits the backbone of the special education profession.

II.   Communication in the Major: Education 713 is approved as meeting the requirements for both Oral and Written Communication in the Major.

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 online. The student are expected to read all required readings prior to the respective activities. Activities will be based in part on the required reading.

V.   Special Notes
   ● 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
● 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.

VI.   Wisconsin Administrative Code/PI 34

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.

VII.   InTASC Model Core Teaching Standards Addressed in this Course

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.

<u>Critical Dispositions</u>

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.

<u>Standard #2: Learning Differences</u>: 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.

<u>Performances</u>

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.

<u>Essential Knowledge</u>

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 then 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.

<u>Essential Knowledge</u>

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.

<u>Standard #9: Professional Learning and Ethical Practice</u>: 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.

<u>Performance</u>

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.

<u>Essential Knowledge</u>

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.

<u>Critical Dispositions</u>

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:
  o Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
  o Data collection.
  o Defining target behaviors.
  o 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.

VIII. Academic Expectations and Standards
- Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

IX. Course Structure
- This course will be delivered entirely online 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.

X. Netiquette
- 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.
- Working as a community of learners, we can build a polite and respectful course community.
- 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/.

XI.   Expected Instructor Response Times
○   I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
○   I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
○   I will attempt to grade written work within 1 week, however longer written assignments may take me longer to read and assess.

XII.   Course Technology Requirements
You will need access to the following tools to participate in this course.
o   webcam
o   microphone
o   a stable internet connection (don't rely on cellular)

XIII.   Technical Assistance
○   If you need technical assistance at any time during the course or to report a problem with Canvas you can:
 Seek assistance from the IT Service Desk (Formerly HELP Desk)
●   IT Service Desk Phone: 715-346-4357 (HELP)
●   IT Service Desk Email: techhelp@uwsp.edu

XIV.   Student Expectations
○   Complete the assigned readings before participating in the activities corresponding to the chapters.
○   Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
○   Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
○   Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
○   Conduct yourself as a professional educator should conduct him/herself.
○   Use "people first" language in all interactions.

○ Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
○ Make an appointment to discuss questions regarding grades/other concerns with me privately.
○ Understand and display growth and development of the UWSP "Teacher Dispositions."

XV. Late Work Policy
○ Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within one week of the due date will be downgraded 10% from the earned grade. Assignments turned in after one week of the due date will earn zero points. Please ask before the assignment is due if you need an extension; in most cases I will happily grant one.

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

XVII. Building Rapport
○ If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor 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.

XVIII. 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.

XIX. 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

XX. Americans with Disabilities Act
○ The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
○ If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of

disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

○   If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP's policies, visit: https://www.uwsp.edu/datc/Pages/default.aspx

XXI.   Academic Integrity

○   As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

○   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: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11

○   UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

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.

XXII. Religious Observances
○　Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. MOre information can be found at:
https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41

XXIII. 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.

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

1. **Topic Learning Activities:** Throughout this course you will be expected to complete learning activities corresponding to textbook chapters. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although the activities are due Sundays, you may work ahead and complete them/turn them in early.

2. **Annual IEP**
   ● You will develop an annual IEP. Required forms to be submitted will be noted in assignment directions.

3. **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.

4. **Comprehensive Portfolio Artifact Reflection**
   ● During their final academic term of their program, master's degree candidates who are not completing a thesis must submit a comprehensive portfolio. This portfolio will include artifacts and reflections from coursework in the program. It allows students to develop an organized collection of work and thinking that

demonstrate content mastery, growth, and evidence that candidates are self-directed and reflective practitioners. (Master of Science in Education Comprehensive Portfolio Guidebook, p. 3) [Master's of Education Student Resources](#)

5. **Final Exam**
   - You will research a topic in the field of special education and write a paper synthesizing your findings.

Personal Grade Tracker

ASSIGNMENT	POINTS POSSIBLE	SCORE
Weekly Learning Activities including Comprehensive Portfolio Artifact Reflection	270-280	
Learning Map	69	
Annual IEP	48	
Final Exam	10	
Graduate Student Assignment	50	
Total	**292-302**	

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-	60 & Below	F
79-77%	C+		

Tentative Schedule

CLASS	DATES	TOPIC(S)
Week 1	September 3-8	Welcome/Introductions
Week 2	September 9-15	Chapter 2: Great Beginnings Chapter 6: Organizing and Managing Your Work
Week 3	September 16-22	Chapter 3: Working with Others Chapter 8: Collaboration and Co-Teaching
Week 4	September 23-29	Chapter 4: Special Education Law
Week 5	September 30-October 6	IEP Forms: I-1, I-3

Week 6 and Week 7	October 7-13 and October 14-20	IEP Forms: I-4
Week 8	October 21-27	Chapter 5: Developing Quality IEP IEP Forms: I-7, P-2
Week 9 and Week 10	October 28-November 3 and November 4-10	Chapter 9: Supporting Your Students Chapter 12: Effective Instructional Practices and Lesson Planning
<td colspan="3" align="center">**November 10:** **IEP Assignment Due**</td>
Week 11	November 11-17	Chapter 13: Teaching Reading Chapter 14: Teaching Writing Chapter 15: Teaching Mathematics
Week 12	November 18-24	Chapter 16: Teaching Content
Week 13	November 25- December 1	Chapter 7: Classroom and Behavior Management Chapter 10: Assessment and Knowing Your Students
Week 14	December 2-8	Chapter 17: Teaching Students with Limited to Pervasive Intellectual Disability Chapter 18: Managing Student Health Needs
<td colspan="3" align="center">**December 8:** **Learning Map Due**</td>
Week 15	December 9-15	Chapter 1: Getting the Right Job OR Chapter 11: Universal Design for Learning and Technology
Final Exam Week	<td colspan="2" align="center">**Due December 22:** **Final Exam** **Graduate Student Assignment Due**</td>

*This course was developed in part using resources, activities, assignments, and guidance from Prof. Rosemary Francsis.