

**Education 781 - Teaching Students with Disabilities Practicum-Internship;
Sections 691-697, 1-3 Credits**

University of Wisconsin-Stevens Point
Spring 2020

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Office Hours: Mondays, 2:00pm-3:00pm or by appointment
Lecture: Online

- I. **Purpose and Description of Course:** Professional practice in teaching children and youth with exceptional needs. One - three credits per area(s) of exceptionality and age level(s). Online with requirement of ongoing, concurrent teaching of students with active IEPs in the area(s) of exceptionality for which the graduate student is enrolled in EDUC 781. Section 691-SLD, Elementary -Middle School; Section 692-SLD Middle-High School; Section 693-EBD, Elementary -Middle School; Section 694-EBD, Middle-High School; Section 695-CD/ID-Elementary-Middle School; Section 696-CD/ID-Middle -High School; Section 697-ECSE. **Please be sure you are enrolled in the correct section.**

- II. **Learning Outcomes:** Upon completing the course, students will be able to:
 - A. Demonstrate the performances, essential knowledge and critical dispositions of the International Teaching Assessment and Support Consortium (InTASC) Model Core Teaching Standards required for certification and licensure.
 - B. Demonstrate evidence of critical reflection about his/her teaching practice and experiences.
 - C. Design and implement instructional lessons reflective of current student Individualized Education Program goals, while being responsive to student backgrounds and needs.

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

D. Students must have a 3.00 cumulative GPA in all previous coursework toward initial certification in education from all universities/colleges attended and/or a 3.00 GPA in coursework taken at UW-Stevens Point.

E. Students must have the approval of the Coordinator of the Special Education Program Area to take this course.

IV. **Required Textbook:** There is no required textbook for this course. Any readings will be posted to Canvas.

V. **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.

VI. **Academic Expectations and Standards**

a. 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. Keep in mind that for this course, Educ 781, a part of your coursework is your on-the-job student teaching

a. Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 3 hours of work per week 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>

VIII. **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.

IX. **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/>.

X. 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.

XI. Expected Instructor Response Times

- a. I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 48 hours please resend your email.

- b. I will attempt to grade written work within one week, however longer written assignments may take me longer to read and assess.

XII. 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. **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.

XIII. 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.

XIV. Help Resources

Tutoring	Advising	Safety and General Support	Health
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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
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- a. **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](#).

XV. 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.

XVI. 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

XVII. 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.

XVIII. 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](#).

- XIX. 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.
- XX. 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.
- XXI. 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.

XXII. 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.

XXIII. Other Campus Policies

- **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 to 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.
- **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](#).
- **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.
- **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](#)
- **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](#).

XXIV. Student Expectations

- a. Complete the assigned readings before participating in the activities corresponding to the chapters.
- b. Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
- c. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- 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. 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.
- i. Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- j. 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.
- k. All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- l. Make an appointment to discuss questions regarding grades/other concerns with me privately.
- m. Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)

XXV. 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 1 week of the due date will be downgraded 10% from the earned grade. Assignments turned in after 1 week of the due date will earn zero points. Please ask before the assignment is due if you need an extension; in most cases I will grant one.

XXVI. School of Education Policy: 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.

XXVII. 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. **Do not submit google doc links for your assignments.**

A. Cooperating Teacher Agreement:

- a. Identify an individual who can serve as your cooperating teacher. Your cooperating teacher will consult with you and the UW-Stevens Point professor in setting expectations, making observations, and evaluating your teaching experience. Your cooperating teacher can be a teacher in your district or C.E.S.A. who should have at least three years' classroom experience and is licensed in all special education areas for which you are currently enrolled in EDUC 781. In the event that a licensed special educator is not available to perform this function, the administrator who supervises your teaching (e.g., the principal) may do so. Provide copies to that individual of *Letter to Cooperating Teacher* and the *Cooperating Teacher Agreement*. It will also be helpful to insure that your CT has access to the Handbook for Student Teaching available on the [UWSP SOE Office of Field Experiences website](#). Ask your cooperating teacher to complete and sign the written agreement. Add your signature and date to the document. Scan the document or take a picture and upload it to Canvas.
- B. Online Discussions:
- a. Participate in the five online discussions, open only for restricted lengths of time, as assigned throughout the semester. Regular engagement with fellow EDUC 781 students will create ongoing conversations on topics related to teaching students with special needs. Plan to engage frequently in each discussion thread to maintain a robust discussion. Generally, the instructor reads posts daily but will not often enter the exchanges. To earn full points you must 1) respond to the current discussion question, 2) read 75% of all posts during each discussion, 3) at least four times thoughtfully and meaningfully respond to posts of other participants and 4) participate (read peer posts and add further posts) in the current discussion throughout the majority of the open posting period (at minimum 2 separate days), thereby fostering an interactive discussion.
- C. Standards-Based Reflections:
- a. You will write several reflections that enumerate your educational practices related to children who exhibit exceptional educational needs in the area(s) for which you are enrolled in EDUC 781. The reflections will be linked to the Council for Exceptional Children Standards. By the dates listed below you will submit, via Canvas dropbox, a standards-based reflection that addresses each of the seven CEC standards. Complete instructions and rubric are on Canvas.
- D. Cooperating Teacher Observation Reports and Related Lesson Plans:
- a. Your cooperating teacher must formally observe your teaching a minimum of two times during the term of your Practicum-Internship. (A third observation will only be required if, after the two observations, your cooperating teacher does not feel your performance can be rated as "Ready" in all ten InTASC Standards areas on the Cooperating Teacher Summary Evaluation Report form.) A PDF copy of each formal Cooperating Teacher Observation Report completed by your cooperating teacher must be uploaded to the Canvas dropbox by the dates listed below. [A blank, electronic copy of the Observation Report to your cooperating

teacher is available on Canvas.] Be sure the form is fully completed, including dated handwritten signatures (not computer cursive) from you and your cooperating teacher. You are responsible for the timely transmission of the reports.

- E. Reflection on Cooperating Teacher Observation Report
 - a. To demonstrate your ongoing commitment to reflection and continuous improvement you will write a reflection detailing how you feel your lesson went and your thoughts in response to your CT observation report. Additional assignment directions are available on Canvas.
- F. Cooperating Teacher Summary Evaluation Report:
 - a. Your cooperating teacher must complete a summary evaluation report assessing your readiness in all ten InTASC Standards. A PDF copy of the Cooperating Teacher Summary Evaluation Report completed by your cooperating teacher must be uploaded to the Canvas dropbox by the assignment deadline. [You will provide a blank, electronic copy of the Cooperating Teacher Summary Evaluation Report to your cooperating teacher; it is on Canvas.] Be sure the form is fully completed, including dated handwritten signatures (not computer cursive) from you and your cooperating teacher. You are responsible for the timely transmission of the reports.
- G. Reflection on Cooperating Teacher Summary Evaluation Report
 - a. To demonstrate your ongoing commitment to reflection and continuous improvement you will write a reflection detailing how you feel your lesson went and your thoughts in response to your CT observation report. Additional assignment directions are available on Canvas.
- H. Case Study:
 - a. Develop, then upload to Canvas, a case study you've written related to one student who has qualified for special education services (in the area for which you are enrolled in EDUC 781 - if you enrolled in two sections, choose a student who fits into both categories. This means they are between the ages 10-13 or have multiple disability labels) and to whom you are providing regular and ongoing programming. Detailed instructions, a rubric and a condensed example for the case study can be found on Canvas.
- I. Summarize Discussions 2-5:
 - a. Within one week of the discussion closing, students enrolled in this course for 3 credits will post a summary of the discussion to the corresponding discussion board. The summary is to include several important details or themes posted within the threads and the main conclusion(s) to be taken away from the discussion.
- J. Observation Report of a Colleague:
 - a. Schedule an observation of a colleague. This colleague can teach special education, but does not have to. This colleague can be your cooperating teacher, but does not have to be. This person cannot be someone with whom you co-teach.

During your observation, fill out the UWSP Practicum Student Observation of a Colleague Form. This summary is not to be evaluative in nature, rather, a summary the UWSP Practicum student can use as notes for learning and improving his/her own teaching practice. (You do not need to turn in their lesson plan.) On this document, you will need to write up three of your key takeaways from the lesson and, in addition to signing the form yourself, have your colleague sign the form. Submit a scanned copy of the Colleague Observation Report to the Canvas DropBox.

- K. Annotated List of Current Technologies (websites, apps, etc.): The annotated list of current technologies should include a minimum of 15 websites, apps, etc. used for collecting, tracking, and/or analyzing student data. Within this assignment you should
- State where you learned about this technology (colleague, name of internet site, etc.)
 - Summarize (no less than 3 sentences) the technology, including the recommended ages and area to be examined (behavior, reading, IEP goals, and so on)
 - Include a picture (can be your own picture, a screenshot, or image from the internet) of one page of the app or website
 - Predict/state the ease of use and functionality of the technology (If you have used it before, write this based on first hand experience. If you have not used it before, research what others say about the technology.)

IX. Grading

Assignment	Points Possible	Students Enrolled for 1 Credit	Students Enrolled for 2 Credits	Students Enrolled for 3 Credits	Points Earned
Cooperating Teacher Agreement	5 points	Required	Required	Required	
Lesson Plans	10 points each x 2 = 20 points	Required	Required	Required	
Cooperating Teacher Observation Report (written by CT and signed by both you & CT)	5 points each x 2 = 10 points	Required	Required	Required	
Reflection on Cooperating Teacher	10 points each x 2 = 20 points	Required	Required	Required	

Observation Report					
Cooperating Teacher Summary Evaluation Report	5 points	Required	Required	Required	
Reflection on Cooperating Teacher Summary Evaluation Report	10 points	Required	Required	Required	
Standards-Based Reflections	10 points each x 7 = 70 points		Required	Required	
Participation in Online Discussions	5 points each x 5 = 25 points		Required	Required	
Case Study	75 points		Required	Required	
Summary of Discussion Boards 2-5	5 points each x 4 = 20 points			Required	
Observation Report of a Colleague	15 points			Required	
Annotated List of Current Technologies	75 points			Required	
		Total Points for Students Enrolled for 1 credit: 70	Total Points for Students Enrolled for 2 credits: 240	Total Points for Students Enrolled for 3 credits: 350	

100% -94% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
	84%-86% = B	74%-76% = C	64%-66% = D

90%-93% = A-	80%-83% = B-	70%-73% = C-	63% & below = F
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X. Tentative Schedule

Due Date	Assignment	Location
Give to CT ASAP	Students Enrolled for 1, 2, and 3 credits: Letter to Cooperating Teacher	Find this on Canvas
Jan 26	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 1	Canvas Dropbox
Feb 2	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 2	Canvas DropBox
	Students Enrolled for 2 and 3 credits: Discussion Board 1 Closes	Canvas DropBox
Feb 9	Students Enrolled for 1, 2, and 3 credits: Cooperating Teacher Agreement	Scan to PDF then Canvas DropBox
	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 3	Canvas DropBox
Feb 16	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 4	Canvas DropBox
Feb 23	Students Enrolled for 1, 2, and 3 credits: Cooperating Teacher Observation Report 1 Due WITH Lesson Plan 1 AND Reflection	Scan to PDF then Canvas DropBox
	Students Enrolled for 2 and 3 credits: Discussion Board 2 Closes	Canvas Discussion Board
March 1	Students enrolled for 3 credits: Post summary of Discussion Board #2	Canvas Discussion Board
	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 5	Canvas DropBox
March 8	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 6	Canvas DropBox
March 15	Students Enrolled for 2 and 3 credits: Discussion Board 3 Closes	Canvas Discussion Board
March 22	Happy Spring Break	N/A
March 29	Students Enrolled for 2 and 3 credits: Reflection on CEC Standard 7	Canvas DropBox
	Students enrolled for 3 credits: Post summary of Discussion Board #3	Canvas Discussion Board

April 5	Students enrolled for 3 credits: Submit Observation Report of a Colleague	Scan to PDF then Canvas DropBox
April 12	Students Enrolled for 1, 2, and 3 credits: Cooperating Teacher Observation Report 2 Due WITH Lesson Plan 2 AND Reflection	Scan to PDF then Canvas DropBox
	Students Enrolled for 2 and 3 credits: Discussion Board 4 Closes	Canvas Discussion Board
April 19	Students enrolled for 3 credits: Post summary of Discussion Board #4	Canvas Discussion Board
	Students enrolled for 3 credits: Annotated List of Current Technologies	Canvas DropBox
April 26	Students Enrolled for 2 and 3 credits: Case Study	Canvas DropBox
May 3	Students Enrolled for 1, 2, and 3 credits: Cooperating Teacher Observation Report 3 Due WITH Lesson Plan 3 AND Reflection (A third observation will only be required if, after the two observations, your cooperating teacher does not feel your performance can be rated as “Ready” in all ten InTASC Standards areas on the Cooperating Teacher Summary Evaluation Report form.)	Scan to PDF then Canvas DropBox
	Students Enrolled for 2 and 3 credits: Discussion Board 5 Closes	Canvas Discussion Board
May 10	Students enrolled for 3 credits: Post summary of Discussion Board #5	Canvas Discussion Board
	Students Enrolled for 1, 2, and 3 credits: Cooperating Teacher Summary Evaluation Report WITH Reflection	Scan to PDF then Canvas DropBox

VII. Special Notes: This course was developed by using content from Professors Rosemary Francis and Deb Pope.