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EDSP 3660

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EDSP 3660 Practicum in Inclusive Practices (3 cr. hrs.)

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EDSP 3660 Practicum in Inclusive Practices

Prerequisite: This practicum is open to students who have completed EDSP 3640 or who have the consent of the department. It is recommended that students enroll in this course the semester prior to student teaching.

Description: This practicum involves site-based performance activities, observations, and seminars in inclusive practices for students with mild/moderate disabilities. This course emphasizes meeting the needs of students with disabilities in inclusive general education settings as well as integrating knowledge and skills acquired in the associated coursework in special education.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

1. Knowing content

2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

A. They engage students in active learning (COMPASS 3c) by:

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (**COMPASS 3b**)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (**COMPASS 3d**)

D. They embed diversity in decision-making by:

1. Selecting resources

2. Delivering instruction

3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES

A. They advocate for children, in terms of services and supports by:

1. Communicating with families

2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community

2. Participating in professional development

3. Collaborating with teachers and mentors

4. Developing goals for social justice

5. Using research-based practices that include current available
technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice

2. Collecting and analyzing data to improve practice

Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.

Course Objectives

Teachers Candidates will...	COMPASS	UNO Teacher Education Program: Roles/Responsibilities	CEC Standards
Use observation tools to gather information on students for	3d. Using Assessment in	I.B.2 II.A.6, III.D	Instructional Planning and Services (5.1-

instructional purposes.	Instruction		5.7) Assessment (4.1 – 4.4)
Gather and use data to develop a student profile.	3d. Using Assessment in Instruction	I.B.2 II.A.6, III.D	Learner Development and Individual learning Differences (1.1, 1.2) Assessment (4.2, 4.3)
Collaborate with a teacher or ancillary professional to design, implement, and evaluate instruction for students with mild/moderate disabilities.	3d. Using Assessment in Instruction	IV. B.1, 3,4,5	Assessment (4.1-4.4) Instructional Planning and Services (5.1-5.7) Collaboration (7.1-7.3)
Develop a mock standards based IEP for a student	1c. Setting Instructional Outcomes	IV.C.1	Learner Development and Individual Learning Differences (1.1, 1.2) Instructional Planning and Services (5.1-5.7)
Develop ideas/examples/questions/assignments for teaching models and instructional practices that are appropriate to specific students needs.	3c. Engaging Students in Learning	III.A.1-3;B.1,2;D.1,2	Learner Development and Individual Learning Differences (1.1, 1.2) Curricular Content Knowledge (3.1-3.3) Instructional

			Planning and Services (5.1-5.7)
Determine necessary modifications to lessons for individual students who have particular learning differences or needs.	3c. Engaging Students in Learning	III.A.1-3;B.1,2;D.1,2	Learner Development and Individual Learning Differences (1.1,1.2) Curricular Content Knowledge (3.1-3.3)
Incorporate technology into plans to address needs of diverse learners.	3c. Engaging Students in Learning	II.A.7,8 III.A.3	Instructional Planning and Services (5.2)
Establish student assessments that align with curriculum goals and objectives and promote student growth.	3d. Using Assessment in Instruction	III.C.1-3	Assessment (4.1-4.4)
Analyze the classroom environment, making adjustments to enhance social relationships, student self-motivation, and engagement.	2c. Managing classroom procedures	I.A.1-3;B.1-3	Learner Development and Individual Learning Differences(1.1,1.2) Learning Environments (2.1-2.3)
Articulate an awareness of professional growth as a general and special educator.		IV. B. 1,2,3,4,5; C.1,2	Professional and Ethical Practice (6.1-6.6)

The content and experiences of this course align with multiple professional standards as this course is included in the program of study of multiple certification areas. Refer to http://coehd.uno.edu/educ/table_alignment.cfm for more information.

Required Textbooks

Textbooks: Those used previously in Special Education Courses.

Website: <http://iris.peabody.vanderbilt.edu/>

IRIS Center for Special Education Resources for Inclusion provides numerous scientifically-validated and evidence-based strategies.

Website: <http://dww.ed.gov/>

[Doing What Works](#) provides numerous research-based instructional practices. This site focuses on information on early childhood education, English language learners, math and science.

Website: <http://ies.ed.gov/ncee/wwc/>

The [What Works Clearinghouse](#) offers evidenced-based practices in reading, math, early childhood education, English language learners, character education, and dropout prevention.

Louisiana Department of Education (2011). Bulletin 1530 – Louisiana IEP Handbook for Students with Exceptionalities. Retrieved on 11/1/11 from <http://www.doa.louisiana.gov/osr/lac/28v97/28v97.doc>

Supplemental Websites

- <http://www.doe.state.la.us/lde/index.html>

The Louisiana Department of Education website has state standards and other resources for teachers.

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

The Council for Exceptional Children website has the professional standards for special education teachers as well other valuable resources.

- <https://www.cl.LiveText.com>

LiveText is an electronic portfolio system which allows you to create, store, and share assignments and portfolios with course instructors. Purchase of a LiveText account is a requirement for this course.

Course Organization

Candidates will spend one day a week in a school working with a special education teacher who provides instruction to students with mild/moderate disabilities in general education classrooms where students with disabilities are included as well as in environments where the special educator supports students with disabilities. Candidates will provide instruction to individuals or small groups of students, with at least one student who is addressing an IEP.

Course Requirements/Assignment Descriptions

1. Ecological Assessment:

Conduct an ecological assessment of the classroom environment. Determine possible ways to modify the environment and use technology to enhance the academic performance of students with disabilities.

2. Response to Intervention (RTI):

- a. Identify a student who is in the Tier II or Tier III level of the RTI process.
- b. Describe the screening instrument and the RTI process to date. Discuss with the teacher to determine the evidenced-based intervention that has been recommended. How did the committee determine which intervention would be applied?
- c. Describe the intervention. What research is available to demonstrate the effectiveness of the intervention? Who is responsible for implementing the intervention? What system is in place to ensure the integrity of the implementation?
- d. Then observe the student during at least one intervention session.
- e. Review the data that exists (e.g., dates, length of time, baseline, indicators of performance, graphs). What presented the strongest evidence that the intervention was or was not effective. What decisions were reached? What was the level of parent involvement in the process? Discuss the level of collaboration among educators, family, and/or community agencies.
- f. Write a reflection on the process. What worked effectively? What are the benefits for the student? What were areas of concerns? What would you have done differently? What other evidenced-based interventions would you have used?

3. Collaboration:

Select a student who requires related services (e.g., O.T., P.T., speech and/or language, nursing). Identify a concern you have for a student. Investigate evidenced-based practices to address the concern. Schedule and conduct a collaborative conference with personnel who work with this student. Generate additional suggestions.

4. IEP:

Select a student who is addressing IEP goals. Complete a profile that includes the results of standardized tests administered in the last two years (e.g., name of tests and student's level of academic functioning). Conduct a Curriculum Based Assessment. With the assistance of the teacher, develop and implement evidenced-based practices that include instructional strategies necessary to improve student's level of functioning.

Develop an IEP for this student. Refer to Bulletin 1530 for specific guidelines for developing this document. Describe how you would arrange the meeting with the family and ways to invite the family to be an active participant in the development of the IEP.

5. Reflection:

At the conclusion of the practicum, complete a reflection that describes activities and discusses the relationship to each of the CEC standards.

5. Evaluation by the Mentor Teacher:

The Mentor teacher will provide an assessment of your application of skills at the completion of the practicum.

Evaluation

- | | |
|--------------------------|-----|
| 1. Ecological Assessment | 15% |
| 2. RTI | 15% |

3. Collaboration Conference	15%
4. IEP	15%
5. Final Reflection	15%
6. Attendance and Participation	10%
6. Final evaluation by the Mentor Teacher	15%

Total: 100%

<u>Points</u>	<u>Grade</u>
92% - 100%	A
86% - 91.9%	B
80% - 85.9%	C
75% - 79.9%	D
below 75%	F

Attendance

Acceptable attendance requires a Candidate to participate in orientation meetings and seminars on campus and at the school. Instructional hours at the school must be on-going throughout the semester, with at least 3 hours per week documented and verified by the Mentor Teacher. Missed time is to be made up.

Academic Integrity Policy

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at

http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm

Accommodations for Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and/or the Office of Disabilities Services (ODS) to discuss their individual needs for accommodations.

Course Calendar

This tentative course schedule may be modified at the professional discretion of the instructor

Topic	<i>Assignments & Supplemental Readings/Activities</i>
Introduction and Course Requirements. Student reports to assigned school to begin Practicum.	IRIS: Accessing the General Education Curriculum. http://iris.peabody.vanderbilt.edu/agc/chalcycle.htm
The Referral Process	IRIS: RTI & The Pre-Referral Process http://iris.peabody.vanderbilt.edu/rti_math/chalcycle.htm http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm http://iris.peabody.vanderbilt.edu/preref/chalcycle.htm How the special education process works www.youtube.com/watch?v=MCdR2vA1g20 Ecological Assignment due Sept. 18
Modifying Assessments	Data Driven Instruction http://dww.ed.gov/Response-to-intervention-Math/Intentional-Teaching/see/index.cfm?T_ID=28&P_ID=69&c1=1508#cluster-1 Using student achievement data to support instructional decision making http://dww.ed.gov/Data-Driven-Instructional-Decision-Making/topic/?_ID=30
Implementation of Instructional Strategies	IRIS: Connecting Standards-Based Curriculum to Instructional Planning http://iris.peabody.vanderbilt.edu/cnm/chalcycle.htm Teaching literacy to K-5 English language learners http://dww.ed.gov/Literacy-in-English-K-5/topic/?_ID=13
Implementation of Instructional Strategies	IRIS: Instructional Supports: Providing Mastery of New Skills http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm
Student Profiles and Differentiated Instruction.	IRIS: Effective School Practices: Promoting Collaboration http://iris.peabody.vanderbilt.edu/esp/chalcycle.htm

	RTI Assignment due October 10/16
Developing IEPs	Bulletin 1530
	An IEP Map: Navigating your way through the maze http://www.schooltube.com/video/6d476df2ef7d4abfa02f/An-IEP-Map-Navigating-Your-Way-through-the-Maze
	Collaboration due 10/30
Collaboration with Colleagues	IRIS: School Nurse and Ancillary Personnel
Collaboration with Parents: Families Helping Families	IRIS: Collaborating with Families http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm IEP due 11/13
	Final Reflection due 12/4 Final Evaluation by cooperating teacher 12/4

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