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Education Syllabi Fall 2019

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EDSP 574-01 589-01 Curriculum Practices: Moderater Disabilities & Program Practices: Severer/ Intensive

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XAVIER UNIVERSITY
College of Professional Sciences
Department of Special Education
CURRICULUM PRACTICES: MODERATE DISABILITIES
CRN: 91323 EDSP 574 – 01 (3 credits)
PROGRAM PRACTICES: SEVERE/INTENSIVE
CRN: 95205 EDSP 589 - 01 (3 credits)
Fall 2019

Day and Time: Mondays 4:30 p.m. – 7:00 p.m.
Dates: August 19th - December 9th, 2019
Location: Cohen 193
Instructor: *Patricia Ferris, M.Ed.*
Ferrisp@xavier.edu
Special Education Office Phone #: 745-3485
Hailstones Hall
Mrs. Leigh Anne Prugh- Field Supervisor/Coordinator 745-3990 prughl@xavier.edu

COURSE DESCRIPTION:

This course focuses on curriculum theories and practices related to students with moderate disabilities in elementary through secondary education programs. Course content will focus designing applied curriculum and multi-leveled instruction for active learner participation in inclusive educational environments which incorporate evaluating, planning, implementing, and managing procedures that are appropriate for individual needs. **Required field experience in diverse settings - 30 hours. Prerequisite: EDSP 570 & EDSP 573.**

REQUIRED TEXT:

1. Ohio State Standards
2. Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk, Ohio Department of Education, Office for Exceptional Children.

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education.

Distracting behaviors such as: texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions will affect your grade. . **(Required Disposition 10 Points)**

Attendance and Participation Rubric (10 points)

	Unprofessional Quality 0 Points	Needs Improvement 1 Point	Acceptable Quality 3 Points	Professional Quality 5 Points	Your Score
Attendance 5 points	Absent 2 or more times &/or 3 tardies (10 min.). (0 points) Absent more than two times may result in withdrawal from class.	One absences and/or two tardies (10 minutes) (1-2 points)	One absence and/or one tardy (10 minutes) (3-4 points)	No absences. (5 points)	
Participation 5 points	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; (0 points)	Frequently disengaged in group discussions, rarely asks questions or volunteers information (1-2 points)	Mostly attentive with some hesitation, occasionally asks questions or volunteers information (3-4 points)	Is attentive and participatory in group discussions, frequently asks questions or volunteers information (5 points)	

COMMUNICATION:

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected. **When emailing you must use the Xavier Portal email system only. Due to the frequency of needed communication in this course, a daily check of your Xavier email is necessary.**

ACADEMIC SUPPORT

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu , to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

> It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Kathy Winterman

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The [Mathematics Tutoring Lab](#) offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.

<http://www.xavier.edu/mathematics/Math-Lab.cfm>

We are Xavier Musketeers-All for One and One for all. As members of the Xavier University community, the Jesuit value of Cura Personalis invites us care for others recognizing the uniqueness and wholeness of each person and their situation. As such, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus community remains a healthy and safe environment for learning. To that end, as a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, physical or mental health issues, death of a loved one, increased anxiety, substance use, feeling down, difficulty concentrating/or lack of motivation, food or housing insecurity, etc. These concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Resources and services are available at Xavier and are listed below.

You may also find yourself in a situation in which you come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When either situation is the case, I encourage you to share this information with me for resource information and potential accommodations. You are also encouraged to report this information via Xavier's Student of Concern form:

<https://one.xavier.edu/students/>. The form is on the Student Hub and is in the middle of the page next to Events.

For any student who facing challenges securing food or housing and believes this may affect their performance in the course, you are urged to contact Cindy Stieby, Coordinator for the X-Path Program, or Angie Kneflin, Director Of Care Management through the following e-mail address: thestore@xavier.edu. The store is open on Fridays in gazebo area of the Village apartments from 3pm-5pm or by appointment through Cindy or Angie.

Furthermore, please notify me if you are comfortable doing so. This will enable me to provide additional resource information and discuss potential accommodations.

Xavier Student Wellness Support Resources:

McGrath Health and Wellness Counseling Services:

513-745-3022 ext. 2

<http://www.xavier.edu/health-wellness/>

McGrath provides both counseling and psychotherapeutic treatment by clinical counselors, psychologists, social workers and counseling interns. Services are free for Xavier students (undergraduate and graduate). If you need an immediate crisis appointment please let the staff answering the phone know this. Additionally, crisis counselors are available 24/7 by calling Xavier University Police (513-745-1000) and asking to talk to the counselor on call. Additionally, McGrath counseling services also offers support groups, health coaching and mindfulness workshops)

McGrath Health and Wellness-Health Services:

513-745-3022 ext. 3

McGrath provides high quality and accessible medical treatment, prevention and education to students.

Psychological Services Center:

513-745-3531

<http://www.xavier.edu/psychologicalservices/welcome.cfm>

PSC provides a wide range of psychological services to all graduate and undergraduate students free of charge.

Advocacy and Prevention Coordinator:

513-904-9013 (M-Fri. 9am to 5pm)

<http://www.xavier.edu/advocate/survivor-resources.cfm>

The Xavier Advocacy Coordinator provides confidential support, information and

advocacy for those affected by harassment, discrimination, relationship violence,

sexual assault, rape and stalking during business hours. After hours, Women Helping Women (513-381-5610)

provides advocacy services to all Xavier students and will connect students to the Advocacy Coordinator.

Kate Lawson, Chief Title IX Officer:

513-745-3046

<http://www.xavier.edu/titleix/index.cfm>

The Title IX Office investigates reports of sex discrimination, including, but not limited to, sexual harassment, sexual violence, dating violence and stalking, as well as facilitates a prompt, equitable process to resolve those complaints.

On Campus Crisis Numbers

XUPD will assist with crisis intervention in all situations and has access 24/7 to an on campus counselor.

Xavier University Police Department Emergency Line: 513-745-1000

Xavier University Police Department Non-Emergency Line: 513-745-2000

Other Wellness Support Campus Resources

Bias Advisory Response Team (BART): BART is an advisory group that plays an important role in developing proactive and educational initiatives that will minimize the occurrence of bias incidents on campus in addition to ensuring consistent approaches to incident responses. To report an incident contact the Dean of Students at 513-745-3166, contact XUPD at 513-745-1000 or submit a report online at <http://www.xavier.edu/dean-of-students/>

Xavier Action and Care Team (X-ACT):

X-ACT is an advisory group that provides support and assistance to students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. If you would like to report a fellow student of concern, please submit an online referral through the Student Hub (student Concern report) or the Dean of Students website: <http://www.xavier.edu/dean-of-students/> or contact the Dean of Students at 513-745-3166. If there is an immediate threat or danger to yourself or the student of concern, please call Xavier Police immediately at 513-745-1000.

Care Management Services:

513-745-4391

<https://www.xavier.edu/dean-of-students/>

The area of Care Management in the Dean of Students Office is area is to support students through challenges, connect them to appropriate campus and community resources, promote growth in self-advocacy, and empower students to navigate toward their own solutions and shape their own lives. The Director of Care Management and Care Management Coordinator work collaboratively across the institution to develop support plans that provide a caring and seamless student learning experience. Additionally those working in Care Management at Xavier operates in a non-clinical capacity and is not able to provide counseling or therapy to students, though would quickly connect students to those resources if appropriate. The Director of Care Management receive all referrals for X-ACT that are designated emotional concerns.

Office of Disability Services:

513-745-3280

<http://www.xavier.edu/disability-services/index.cfm>

The Disability Services staff ensure all students with disabilities can freely and actively participate in all facets of university life. This office provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible.

Center for Diversity & Inclusion:

513-745-3110

<http://www.xavier.edu/diversity-inclusion/index.cfm>

The Center for Diversity and Inclusion is committed to advising, developing, educating, and empowering students at Xavier to make the most of their diverse interactions across a wide range of social identities.

Office of Residence Life:

513-745-3203

<http://www.xavier.edu/residence-life/index.cfm>

The Residence Life staff (including Hall Directors and Resident Assistants) support students in their personal growth while challenging them to successfully achieve their academic goals. HDs and RAs are often a student's most direct connection to University resources. If you live on campus, contact the main office or your Hall Director or Area Coordinator for any needs.

Student Success Center:

513-745-3141

<https://www.xavier.edu/success/#services>

Provides academic and adjustment support, success coaching, goal setting, and advising.

TRiO:

513-745-3758

<https://www.xavier.edu/sss/index.cfm>

Provides academic, professional, financial and personal support for primarily first-generation, lower-income or students with disabilities. With a wide range of resources, individual services, cultural activities, plus scholarships and technological support to successfully navigate through college.

Off Campus Local & National Websites: & Hotlines:

· Cincinnati Talbert House Text Line: 839863

· National Suicide Prevention Hotline: 1-800-273-8255

· The Trevor Project: 1-866-488-7386 Text 'Trevor to 1-202-304-1200 <http://www.thetrevorproject.org/> ·

American Foundation for Suicide Prevention: www.afsp.org · Cincinnati Linder Center of Hope: 513-536-4673

<http://lindnercenterofhope.org/>

· Good Samaritan Hospital Behavioral Health Care: 513-862-2850 <https://www.trihealth.com/institutes-and-services/behavioral-health-services/> · National Alliance on Mental Health (NAMI): <http://nami.org/> · Active

Minds: <http://www.activeminds.org/>

· Shelterhouse <http://www.shelterhousecincy.org/>

David & Rebecca Barron Center for Men Esther Marie Hatton Center for Women

Barron Center for Men 2499 Reading Road 411 Gest Street Cincinnati, Ohio 45202 Cincinnati, OH 45203 513-562-1980 513-721-0643

· Free Store Food Bank: 513-241-1064 <https://freestorefoodbank.org/>

112 East Liberty Street

8am-3pm M-F

UNIVERSITY POLICIES *Adopted by the CEC Board of Directors, January 2010*

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism,

unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference

purposes: http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

Xavier University, online course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

COURSE OUTCOMES	COURSE ASSESSMENT ACTIVITIES
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<p>OSTP#2: Candidates know and understand the content area for which they have instructional responsibility.</p> <ol style="list-style-type: none"> 1. Candidates know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. 2.2 Candidates understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. 2.3 Candidates understand school and district curriculum priorities and the Ohio academic content standards. 2.4 Candidates understand the relationship of knowledge within the discipline to other content areas. 2.5 Candidates connect content to relevant life experiences and career opportunities. <p>TEAC 1.1: Candidates understand subject matter they teach. TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>CEC #3: The candidates have an understanding of the learning differences and their possible interactions which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with educational learning needs. OSTP 4.4 Candidates apply knowledge of how students think and learn to instructional design and delivery. OSTP 4.5 Candidates differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>CEC #4: Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with educational learning needs. Candidates select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with educational learning needs. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with educational learning needs and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, candidates emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan. OSTP: <ol style="list-style-type: none"> 4.1 Candidates align their instructional goals and activities with school and district priorities and Ohio's academic content standards. 4.2 Candidates use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. 4.3 Candidates communicate clear learning goals and explicitly link learning activities to those defined goals. 4.4 Candidates apply knowledge of how students think and learn to instructional design and delivery. 4.5 Candidates differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. 4.6 Candidates create and select activities that are designed to help students develop as independent learners and complex problem-solvers. <p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students. TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p> <p>CEC #5: Candidates actively create learning environments for individuals with educational learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with educational learning needs. In addition, candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Candidates shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with educational learning needs. Candidates help their general education colleagues integrate individuals with educational learning needs in regular environments and engage them in meaningful learning activities and interactions. Candidates use direct motivational and instructional interventions to teach them to respond effectively to current expectations. OSTP #5: Candidates create learning environments that promote high levels of learning and achievement for all students. <ol style="list-style-type: none"> 5.1 Candidates treat all students fairly and establish an environment that is respectful, supportive and caring. 5.2 Candidates create an environment that is physically and emotionally safe. 5.3 Candidates motivate students to work productively and assume responsibility for their own learning. 5.4 Candidates create learning situations in which students work independently, collaboratively and/or as a whole class. 5.5 Candidates maintain an environment that is conducive to learning for all students. </p></p>	<p>Unit/Lesson Planning during Field Instruction Differentiation Project Task 2- Teacher Performance Assessment Class activities Task 3-Teacher Performance Assessment Class activities</p> <p>Task 1- Teacher Performance Assessment Class activities Task 2- Teacher Performance Assessment Class activities Task 3-Teacher Performance Assessment Class activities Lesson planning Differentiation Project Instructional Evaluations of Field Instruction Field Experience Reflection Course Readings</p> <p>Task 1- Teacher Performance Assessment Class activities Task 2- Teacher Performance Assessment Class activities Task 3-Teacher Performance Assessment Class activities Unit/lesson planning Instructional evaluations of Field instruction Field Experience Reflection Professional Self-Assessment Project</p>
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<p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>TEAC 1.3: Candidates are able to teach effectively in a caring way and to act as knowledgeable professionals.</p> <p>CEC #7: Candidates have individualized instructional plans that emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the candidate's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Candidates are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p>OSTP 4.2 Candidates use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>4.3 Candidates communicate clear learning goals and explicitly link learning activities to those defined goals.</p> <p>4.4 Candidates apply knowledge of how students think and learn to instructional design and delivery.</p> <p>4.5 Candidates differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p>4.7 Teachers use resources effectively, including technology, to enhance student learning.</p> <p>TEAC 1.2: Candidates are able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.</p> <p>CEC #8: Assessment is integral to the decision-making and teaching of candidates and their use of multiple types of assessment information for a variety of educational decisions. Candidates use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs as well as to adjust instruction in response to ongoing learning progress. Candidates conduct formal and informal assessments of behavior, learning achievement, and environments to design learning experiences that support the growth and development of individuals with educational learning needs. Candidates use assessment information to identify supports and adaptations required for individuals to access the general curriculum and to participate in school system, and statewide assessment programs. Candidates regularly monitor the progress of individuals with educational learning needs in general and special curricula. Candidates use appropriate technologies to support their assessments.</p> <p>OSTP 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.</p> <p>3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p>3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p> <p>3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.</p> <p>VALUE ADDED</p> <p>CEC #9: Candidates view themselves as lifelong learners and regularly reflect on and adjust their practice.</p>	<p>Differentiation Project Course Readings Graduate Project</p> <p>Field Experience Evaluation by Cooperating Teacher Unit/lesson planning Standard Assessment Reflection Project Task 2- Teacher Performance Assessment Class activities Task 3- Teacher Performance Assessment Class activities</p> <p>Task 1- Teacher Performance Assessment Class activities Unit/Lesson planning during Field Instruction Field Evaluations by Cooperating Teacher & Supervisor Course Readings Differentiation Project Field Instruction Experience Graduate Presentations Course Readings Task 1- Teacher Performance Assessment Class activities Task 2- Teacher Performance Assessment Class activities Task 3-Teacher Performance</p>
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Course Calendar

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
Aug. 19th	Leigh Anne Prugh -review of Handbook Introduction to course/syllabus/fingerprinting, expectations of IVS	Bring in copy of 30-hour Field Experience Handbook and syllabus Graduate project group assigned

Aug. 26th	State standards review professional focus and plan learning segment planning intro Expectations of meeting Cooperating teacher, What to look for during observation time, review of handbook	Bring state standards Download and read Treasure Chest from ODE Treasure Chest Ch 1-2
Sept. 9th	focus and plan learning segment planning	Read Task 1 (TPA) Focus and Plan emailed to instructor by Friday, Sept. 13th
Sept. 16th	Learning segment planning, lessons-Task 1 review of syllabus, DI notes	Bring 30-Hour Field Experience Handbook Sign up for advising time
Sept. 23rd	Individual Advising	Meet with Grad group- no scheduled class
Sept. 30th	Individual Advising	Meet with Grad group- no scheduled class
Oct. 7th	Lessons, Differentiation Writing lesson reflections-TASK 2 and 3	Read handout on Differentiation Choose differentiation project Review Task 2 and 3 (TPA)
Oct. 21st	Individual Advising	Meet with Grad group- no scheduled class
Oct. 28th	Individual Advising	Meet with Grad group- no scheduled class
Nov. 11th	Lessons/ field discussions Adapting/modifying curriculum, Teaming/collaboration with parents	Concerns/topics from field
Nov. 18th	ETR analysis, RTI notes/Poverty studies	
Nov. 25th	Grad. Group Presentations RTI/data analysis	Grad. Project Templates due and reflection emailed to instructor Read handout on Response to Intervention
Dec. 2nd	Review for final, Progress monitoring	<u>ALL field work documents due</u> in Canvas Deadline for Differentiation Project in Canvas
Dec. 9th	Final Exam	Deadline for power point projects must be in Canvas by Friday, December 13th.

Class topic subject to change due to timing of placement for field experiences.

COURSE ASSIGNMENTS:

Assignments and Tests (Required Disposition)

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Cheating or copying of another's work will not be tolerated in any way and will result in an automatic grade of F

for the assignment/course. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm) Assignments are due on posted calendar dates or dates adjusted during class times. Assignments are “**on time**” if they are turned in during class time or posted on line during the course class time. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor.

I. **Field Experience:**

Each student must complete a 2x30 hour field experiences with five lessons (learning segments) for each experience that are integrated and sequenced from a content standard and indicators that have been chosen by your cooperating teacher. **Lessons will include required self-reflection components.**

This field experience is a pre-student teaching experience. The purpose of this assignment is to allow the student to identify and practice skills necessary for successful student teaching.

During Field Experiences students are expected to be physically fit for the care, supervision, and management of children at ALL times.

Required Procedures:

- a) Contact your cooperating teacher and schedule a meeting time to present the **Field Experience Handbook** and discuss the field assignments, dates and teaching requirements.
- b) Review the **Guidelines For Field Experience Planning and Instructional Activities** located in the **Field Experience Handbook**. Follow these guidelines to complete the field requirements. A copy of the “30 Hour Field Experience Documentation” Cooperating Teacher’s Agreement **MUST** be put in Canvas immediately following your initial meeting with your cooperating teacher.
- c) During the first class session you will begin to develop your professional development field experience focus and plan. This focus must be **approved by your course instructor before you present them to your cooperating teacher.**
- d) During the field experience you will consult and collaborate with the cooperating teacher and the field supervisor. They will evaluate your teaching performance.

Your course instructor must be a “cc” to all email correspondence between yourself and your cooperating teacher and supervisor.

Assignment grade breakdown: 10% Cooperating Teacher, 30% University Supervisor, 60% course instructor

Field Documentation

All required items must be uploaded to Canvas on or before December 2nd. See the Field Experience Handbook for a detailed list of what items must be uploaded to Canvas.

II. **Lesson Planning**

Using an Ohio academic content standard and indicators from your cooperating teacher, you will develop an Instructional Plan. You will then use this plan to plan instruction in five lessons (segments) that will be taught by you in the field and evaluated by the cooperating teacher and the field supervisor. You will select, adapt, and use instructional strategies to promote positive learning results in general and special curricula. You will apply knowledge of how your students think and learn to instructional design and delivery. You will also **differentiate your instruction in every lesson** to support the learning needs of your students.

ALL LESSONS MUST BE TAUGHT AND EVALUATED BY THE END OF THE SEMESTER. All missing lesson evaluations will be deducted from your final grade at the end of the semester.

You will also select, develop, and use a variety of diagnostic assessments to analyze the learning progress of your students. Lessons 1,3,4 will be scored by your course instructor as part of the overall grade for this course (15 points). (See attached requirements for each lesson as well as rubric). These will be developed using your instructional plan tasks. This instructional plan will be developed during the start of the semester. **NO WORKSHEETS! Must include instructional technology in at least 2 lessons.**

Lesson 1-5 Requirements

Lesson 1: Developed with the instructor prior to implementation. Instructor must approve lesson 1 before implementation.

After teaching Lesson 1, send with reflections to instructor for scoring.

Before teaching lesson 2:

Lesson 1 with reflections, and lesson 2 will be emailed to supervisor prior to supervisor observation.

Before teaching lesson 4:

Lesson 3 with reflections, and cooperating teacher's comments will be sent to instructor for scoring.

Before teaching (video-taping) lesson 5:

Lesson 4 with reflections, and cooperating teacher's comments will be sent to instructor for scoring.

Lesson 5 will be video- taped and evaluated by supervisor.

Lesson 5 with the completed reflections will be sent to supervisor with video.

Lesson 1,3,4 will be evaluated by cooperating teacher.

Lesson 2, 5 will be evaluated by supervisor.

Lessons 1,3,4 will be scored by instructor using rubric.

NOTE: All lessons need to be 20-30 minutes maximum.

III. Field Documentation Paperwork

All field documentation material needs to be in Canvas by December 2nd.

IV. Fingerprints:

A copy of your current fingerprints must be in the special education department in order for you to be assigned a placement. These fingerprints must be less than a year old. You must also put a copy on Canvas.

V. Individual Teaching Standards Self-Assessment Project (10 points)

Each student must develop a **Power-Point Project**. This project's focus is the teaching standards self-assessment evaluation in the 30-hour packet. This project is designed to develop your professional ability to regularly reflect and adjust your practice throughout as a lifelong learner. You will reflect on your experiences teaching the learning segment and consider what you have learned about your teaching and the learning/performance of your learners. You will provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported your learners' progress. Think about what you learned from your experiences teaching the learning segment and the reflections that you have written. What worked? What didn't? What is your evidence?

The following guidelines must be used for the project content:

1. You must include a reflection on your current Professional focus and plan as they were addressed during the field experience. What have you learned about your teaching? What impact has your focus and plan had on your teaching?
2. Using The 6 "Standards for the Teaching Profession for Self-Assessment", rate yourself after you have completed your 30- hour field experience.
3. For each of the 6 standards you must discuss and provide evidence/artifacts showing your progress in these standards. This evidence must be documented **and shown** in your project. Evidence could include pictures, assessment results, evaluations from supervisor/cooperating teacher etc. For each standard, you must also include an analysis of your results. What would you have done differently if given the opportunity to teach these lessons again to the same learners? Why?
4. Any "Never to Sometimes" rated standards will now be part of your "Future Professional Focus and Plan". These must be fully written and be part of your project with a self-reflection stating why you chose these for your future focus and how you plan to improve your competency in these standards.
5. **This power point MUST be put in Canvas no later than the last day of the semester.**

Rubric for Individual Self-Assessment Project: (10 points)

0-2 points- Power point is professionally completed, clear, and concise.

0-1 Point -Current focus is clearly reflected showing adjustment to the practice.

0-6 Points -A description and commentary showing professionalism as a life-long learner and any adjustment made because of reflections is given for **each** of the 6 standards along with **two clear** artifacts for each standard.

0-1 Point -Future focus and plan are observable and reasonable and is based on current reflection of instruction and learning.

VI. Differentiation Proposal (8 points)

This assignment is designed to provide you with experiences differentiating, accommodating and modifying in a way Intervention Specialists would be expected to in a regular education classroom setting. Using the student profiles of the children you work with in your 30 hour field experience, you will choose an item to differentiate, accommodate and modify to meet the students' needs. Those at the primary level will work with centers. Those placed in a middle school level will choose from a project based assignment and if you are placed at the high school level you will pick a problem based project.

You will write a maximum 2 page proposal of ways to differentiate the activities to support the learning needs of your specific group of students. Each of the proposals should include:

- **Knowledge of learners to inform teaching: A description of what you know about the learners as related to the tasks. Level of cognitive functioning, physical development or condition (if relevant), communication development, social/emotional development... that may affect the students' ability to complete and build knowledge completing the assigned tasks.**
- **Appropriateness of instructional Targets: Suggestions for differentiations that will promote student engagement in tasks. A description of need for accommodations and/or modifications. These differentiations, accommodations/modifications must be linked to the specific profile of the students.**
- **Supporting Student Progress: Describe your involvement in the learners' instruction and completion of the activities. What suggestions will you provide to the regular education staff with regards to organization, materials, and management?**
- **Monitoring Learner Learning/Performance: Explain how you will monitor student progress throughout the activity and communicate needs, progress, concerns to the regular education staff.**

Proposal Reflections (2 points)

You will write a ½ page (maximum) reflection.

This reflection will include the following information:

- a. What did you find interesting or engaging regarding the activity for the profiled students?
- b. What obstacles could you see that may occur if this activity were to be implemented?
- c. Reflect on the benefits/drawbacks of the instructional strategy (centers, project based, problem based) you worked on.

VII. Graduate Student Assignment (5 points)

Graduate student assignment is a small group assignment presentation. During the August 19th session the instructor will develop the assigned groups.

Assignment Guidelines:

- As the Intervention Specialist, a knowledgeable professional, and a member of a school building team, you are preparing yourself and your teams for the upcoming school year. This assignment

is to prepare you to collaborate and communicate student information with your colleagues. For this assignment you need to anticipate the possible issues and problems that may face the team. The emphasis will be what the different teams of the building need to know about each of your students for the **1st week of school**.

- You have 6 students assigned to your caseload. As a group you are to choose students for this project's caseload. You may choose students you have worked with in the past or students who are presently in your own classrooms.
- Develop a template to be used for your communication tool. Plan your template to suite what each member of the school teams will need to know. This template will need to be only **one page** with all needed information.
- During your presentation, your group will provide copies of this communication **blank template** to **all members of this class including the instructor**.

Presentation Requirements: (MAXIMUM 5 MIN. for group presentation)

1. Describe the learning needs and characteristics of the students on your caseload including the age and grade levels.
 2. Describe what information/possible concerns each team member should have for the start of the school year and how you will communicate that information to them using your group's template.
 3. Each member of the group project team must be responsible for equal parts of the project **and** presentation.
- **Individual Project Reflection**

This project must include an **individual project reflection**. Each member of the team must submit his/her own **one page** individual reflection. This reflection must be submitted to the instructor through email **before class on November 25th**. The following guidelines are to be used for your reflection:

- a. What was the group's process in completing the assignment? Explain the roles and responsibilities of each of the members of your group.
- b. What was your major contribution to this assignment?
- c. What frustrations did you experience in completing this assignment?
- d. What did you learn from doing this assignment?
- e. What is your individual grade based on the criteria for this presentation?

Rubric for Graduate Presentation Criteria: (5 points)

- 0-1 Point- Demonstrated knowledge of issues
- 0-1Point-Professionally and collaboratively prepared materials and oral communication
- 0-1 Point- Relate materials to curriculum and instructional applications
- 0-1 Point- Demonstrate implications of best practices for IS
- 0-1Point- Self-reflection provided

VIII.Final Exam (10 points): You will be required to complete an exam at the end of the scheduled class. This exam will include short answers and essay questions regarding topics discussed throughout the semester.

EVALUATION

Lessons 1,3,4.....	15 points
Individual Self-Assessment Project.....	10 points
Graduate Project.....	5 points
Final exam.....	10 points

Differentiation Plan and Reflections.....	10 points
Lesson Plans (1,3,4) & Field Observations (Cooperating Teacher).....	10 points
Lesson 2 Observation & Video Taping Lesson 5 (Field Supervisor)....	30 points
Participation and Attendance	10 points
TOTAL.....	100 points

GRADUATE GRADING SCALE

100 – 93 = A

92 – 90 = A-

89 – 87 = B+

86 – 84 = B

83 – 81 = B-

80 – 78 = C+

77 – 75 = C

74 – 70 = F