

SPD 480 COLLABORATIVE PARTNERSHIPS ACROSS THE LIFESPAN

Course Number is a required course for Special Education Certification.

College of Education**Department of Language Literacy and Special Populations**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment.

Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Text/Readings: Westling, David L. and Fox, Lise. (2004). *Teaching students with severe disabilities*. 3rd Ed. Pearson-Merrill Prentice Hall, UpperSaddle River: NJ.

Course Description: This field-based course is designed to equip the prospective special education teacher with the collaborative skills needed for the effective instruction and support of individuals with disabilities in inclusive school and community environments. Areas that are emphasized include adaptations for instruction, transition planning, vocational/career education, and assistive technology. This course is taught as part of the Special Education block comprised of two courses (SPD 460/480) for a total of six (6) credit hours and is required in the degree plans of candidates seeking EC-12 Special Education certification. It is field based involving work in both public school and community settings. Field experiences are delivered through collaborations with mentor teachers and agency staff members and are directed and supervised by the university professor. Field experiences and related portfolio assignments are designed to support mastery of knowledge and skills required of special educators and to enhance understandings of theories and concepts presented through lecture and text readings. It is recommended candidates take the Special Education block at the end of the SPD course sequence and in the semester preceding their TExEs certification examination.

Field Experience Schedule and Requirements: SPD 460/480 meets for 3 hours each Monday, Wednesday and Friday. For the first 3-4 weeks of the semester, class time is devoted to lecture, discussions, group work, presentations and other classroom activities. For the remainder of the semester, candidates will report to class for lectures on Mondays, will be assigned in public school classrooms on Wednesdays and will work at Bridgewood Farms or public schools on Fridays. This schedule reflects approximately 75 hours of lecture and approximately 50 hours of fieldwork throughout the semester. The university professor will observe and supervise fieldwork on Wednesdays and Fridays visiting each of these school and community sites on a rotating basis.

Field Experience EC-12

Under the supervision of public school mentor teachers, candidates will assist in special education classrooms serving children with mental retardation, physical impairments and low incidence disabilities. On a rotating basis, students will each experience public school settings that serve children at the pre-school- elementary and secondary levels. Candidates will complete approximately 40 hours of field work in public schools.

Field Experience Community Setting

Under the supervision of agency administrators and staff, university candidates will assist at the Bridgewood Farms campus, or other designated community site, which serves adults with mental retardation and other developmental disabilities. This experience is designed to provide opportunities for varied professional collaborations with service providers and family members that may not be readily available to pre-service teachers in public school settings. Furthermore, field experience activities completed in this setting are designed to support mastery of curriculum objectives related to transition planning, applications of functional and instructional adaptations, uses of assistive technology and understandings of community contexts and lifespan issues in the field of special education. Candidates will complete a minimum of 10 hours in community settings.

Field Based Portfolio Assignments

Candidates will complete 12 portfolio assignments related to their work during field experiences that are designed to meet course objectives and expected learning outcomes and to inform performance based assessments. Completed portfolios will be evaluated based on the inclusion of all assignments, the documentation of field work and evidence of professionalism and appropriate dispositions for teaching.

Field Based Performance Ratings

The professor will evaluate the fieldwork and professional conduct of university candidates with input from mentor teachers and agency staff and administrators. Candidates will receive feedback based on specific criteria that will be used as part of the performance based assessments for the course.

School/ University & Agency/University Collaboration

Agreement forms will be signed by school and agency teachers, staff, and administrators to document the approval for fieldwork and the intentions of these personnel to collaboratively mentor, supervise and evaluate candidates during their field experiences.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <i>Specialty Organization Standards (CEC)</i>
The student will learn to communicate and collaborate effectively in a variety of professional settings	Field Experiences * Field based portfolio assignments* Lectures, discussions and text readings	Portfolio- Collaborative instruction, Field work performance rating	<u>Spec.Ed. EC-12 # 3</u> <i>CEC Content Standards #10 Collaboration and # 9 Professional and Ethical Practice</i>
The student will demonstrate knowledge and skills for implementing instructional adaptations, modifications and supports in a variety of content areas and adaptive skills domains	Field Experiences * Field based portfolio assignments* Class discussions and activities	Portfolio- Collaborative instruction, Assistive technology analysis and design, transition analysis and design, Communicative interaction BF Program Task analyses Field work performance ratings	<u>Spec.Ed.EC-12 #6</u> <i>CEC Content Standards # 4 Instructional Strategies and # 7 Instructional Planning</i>

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards (CEC)</i>
The student will understand and apply assistive technology solutions as defined by state and federal regulations	Field experience * Field based portfolio assignments* Text readings Classroom discussions, demonstrations, exhibits	Portfolio- Assistive technology analysis and design	<u>Spec.Ed. EC-12 # 8</u> <i>CEC Content Standards #5 Learning Environments and Social Interactions, #6 Language and #7 Instructional Planning</i>
The student will understand and apply principles of effective transition planning across the lifespan	Field experiences* Field based portfolio assignments* Text readings Classroom discussions, activities and practice exercises	Portfolio- Transition plan analysis and design Elementary program/grade level transition Secondary ITP	<u>Spec.Ed. EC-12 #9</u> <i>CEC Content Standards #7 Instructional Planning and #10 Collaboration</i>
The student will demonstrate knowledge and skills of best practices in vocational and career education for students with special needs	Field experiences* Field based portfolio assignments* Text readings Classroom discussions, activities and practice exercises Video supplements	Portfolio- Transition plan analysis and design Community Based Instruction lesson analysis and design BF Program Task Analyses Field work performance rating	<u>Spec. Ed. EC-12 #9, #6</u> <i>CEC Content Standard #7 Instructional Planning</i>

www.sbec.state.tx.us
www.cec.sped.org

Course Format: Through completion of directed field experiences, supplemented by lecture presentations, class activities and discussions, and text readings, the candidates, instructor, and school and community mentors will work collaboratively to meet course objectives.

Course Content: The candidate will:

1. Select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
2. Identify strategies that promote successful transitions for individuals with exceptional learning needs.
3. Demonstrate knowledge of specialized materials for individual with disabilities.
4. Demonstrate knowledge of resources and techniques used to transition individuals with disabilities into and out of school and post-school environments.

5. Demonstrate knowledge of appropriate adaptations and assistive technology for individuals with disabilities.
6. Demonstrate knowledge of augmentative and assistive communication strategies.
7. Demonstrate knowledge of ways to involve the individual and family in setting instructional goals and monitoring progress.'
8. Demonstrate knowledge of model career, vocational and transition programs for individuals with disabilities.
9. Collaborate with families and others in the assessment and program planning of individuals with exceptional learning needs.
10. Engage in professional activities that benefit individuals with exceptional learning needs, their families and one's colleagues.

Course Requirements:

1. **Attendance:** Regular attendance and participation in assigned class and field experience activities are expected. Unexcused absences will result in grade reduction or course failure. Please see the instructor regarding any extenuating circumstances.
2. **Text Readings:** Related chapters from the texts are noted on the course schedule for various instructional topics and field based assignments. Candidates are to read the assigned chapters prior to the designated lecture dates and completion of the related field based assignments. Text information is supplemental to lecture notes and field experiences, however, candidates are responsible for this information and knowledge of the material will be necessary for successful performance and completion of the portfolio assignments during field experiences.
3. **Field Experience Assignments:** A minimum of 50 hours of fieldwork is required for SPD 460/480. Failure to complete all required hours may result in a grade reduction or failure of the courses. The field experiences and portfolio assignments are designed to provide opportunities for direct application of the theories and concepts studied. Assignments completed during field experience activities will contribute to the performance-based assessment of course objectives and outcomes. The instructor will provide a schedule and guidelines for completion of fieldwork and criteria for the evaluation of portfolio assignments.
4. **Professional Roles and Responsibilities Rating:** Candidates will be evaluated and will receive feedback based on their professional conduct during field experience. The instructor will complete evaluations of professional dispositions and skills needed for effective communication and collaboration with input from mentor teachers, community program administrators and other related service personnel.
5. **Professional Development Activities:** Candidates will document completion of 10 hours of professional development activity through participation in Best Buddies & Friends, or other activities approved by the instructor, and will submit written reflections linking these activities to course objectives and learning outcomes.
6. **Special Education Standards Review and Practice Exam:** Near the conclusion of the course and required field based assignments, candidates will participate in a review of special education

certification standards and knowledge and skill competencies and will demonstrate proficiency on a practice examination.

Evaluation (* indicates field-based activity):

Points		Grade Distribution
*Field Experience Portfolio	360	A= 480-445 93%
*Professional Roles/Responsibilities Rating	80	B= 444-412 86%
*Professional Development	20	C= 411-374 78%
*Log of Field Experience Hours	<u>20</u>	
	480	

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Additional information about these policies is available at the following site:

(<http://www.shsu.edu/mailler/coursesyllabus.pdf>),

Bibliography:

Green, Gary and Kochhar-Bryant Carol A. (2003). Pathways to successful transition for youth with disabilities. Upper Saddle River: NJ.

Kockhar-Bryant, Carol A. and Bassett, Diane S. Editors.(2002). Aligning transition and standards-based education: issues and strategies. Council for Exceptional Children. Arlington, VA.

Ryndak, Diane L. and Alper, Sandra. (2003). Curriculum and instruction for students with significant

disabilities in inclusive settings. Allyn & Bacon, Boston:MA.

Bigge, June L., Best, S., & Heller, K.(2001). Teaching individuals with physical, health, Multiple disabilities (5th ed.) Upper Saddle River, NJ:Merrill/Prentice Hall.