“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas

COHORT STUDENTS

I. Prefix & Number: ESP 480
II. Title: Pre-student Teaching Seminar
III. Credit: One (1) hour
IV. Semester/Time/Location: Spring 2005
V. Instructor: Sharla Austad
VI. Office Location: CEB 117
VII. Office Hours: Others by appointment only
VIII. Telephone/email: 895-3205

IX. Prerequisite Courses:
   • Undergraduate students who are majors in the Department of Special Education
     MUST be registered for ESP 480 and 487 concurrently.

X. Course Description:
   This seminar will present specific curricular learning and procedures to facilitate the task
   of the pre-student teacher.

CEC Standards Addressed
   • Common Core 1 Philosophical, Historical, and Legal Foundations of Special
     Education
   • Common Core 3 Assessment, Diagnosis, and Evaluation
   • Common Core 4 Instructional Content and Practice
   • Common Core 5 Planning and Managing the Teaching and Learning
     Environment
   • Common Core 6 Managing Student Behavior and Social Interaction Skills

XI. Course Objectives:
   Knowledge
   (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge
   Pedagogical content knowledge, Professional knowledge)

1. Typical procedures used for screening, prereferal, referral and classification.
   (CEC CC3 K4)
2. Appropriate application and interpretation of scores, including grade score
   versus standard score, percentile ranks, age/grade equivalents, and standings.
   (CEC CC3 K5)
3. Differing learning styles of individuals with exceptional learning needs and how to
   adapt teaching to these styles. (CEC CC4 K1)
4. Demands of various learning environments such as individualized instruction in
   general education classes. (CEC CC4 K2)
5. Basic classroom management theories, methods, and techniques for individual with
   exceptional learning needs. (CEC CC5 K1)
6. Applicable laws, rules and regulations, and procedural safeguards regarding the
   planning and implementation of management of behaviors of individuals with
exceptional learning needs. (CEC CC6 K1)

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students and learning.)

1. Articulate personal philosophy of special education including its relationship to/with regular education (CEC CC1 S1)
2. Conduct instructional and other professional activities consistent with the requirements of law, rules, and regulations, and local district policies and procedures. (CEC CC1 S2)
3. Evaluate the results of instruction. (CEC CC3 S10)
4. Interpret and use assessment data for instruction. CEC CC4 S1)
5. Develop comprehensive, longitudinal individualized programs. (CEC CC4 S3)
6. Prepare appropriate lesson plans. (CEC CC4 S5)
7 Conduct self-evaluation of instruction. (CEC CC4 S17)

Results
(In what ways do students demonstrate that their “patterns” of behavior, and what they know and are able to do make a difference in student learning?)

Upon completion of this course, the student will be able to:

1. Describe the role of the special education teacher and the structure and function of the resource room services and cooperative/consultative services.
2. Discuss the uses of formal and informal assessment in making instructional decisions.
3. Write lesson plans that address the specific learning characteristics of students with disabilities.
4. Write lesson plans that will incorporate appropriate short and long term objectives, instructional strategies, modification and evaluative procedures.
5. Develop IEP goals and benchmarks using the Curriculum Essentials Framework (CEF).
6. Develop behavior plans.

XI. Course Requirements and Grades:

Class Attendance: Because of the intense schedule of this course and instructional content, attendance is essential for this course. Students will earn five participation points for each class meeting. If a student does not attend class for whatever reason, they will not earn the points.

Assignments:

1. Write an IEP for a student. Steps to follow are:
   a. Select a student, interpret test results and determine the goals and objectives that the student will work on during the school year.
b. Develop IEP goals and benchmarks using the Curriculum Essentials Framework (CEF) and using CCSD forms.
c. Students will give feedback on IEP in a group.


3. Audiotape or videotape two lessons during the semester. Self-evaluate both lessons using the self-evaluation form. On the second self-evaluation, you will need to compare the first and second evaluation and discuss areas of improvement and growth.

4. Lesson Plans: Lesson plans will be written using the long format. There will be a total of 44 lesson plans due during the semester. The first four need to be approved by the instructor and all need to be approved by your master teacher and initialed.

5. Notebook: Each student will be responsible for keeping a pre-student teaching notebook. This needs to contain the following:
   a. Weekly Progress Reports
   b. Weekly Summaries
   c. Lesson Plans
   d. Weekly evaluations
   e. Neatness & Organization

*Students will be responsible for turning in assignments on time. Late assignments will result in the assignment being automatically deducted ten points.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>30 points</td>
<td></td>
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<tr>
<td>Functional Analysis/Behavior Plan</td>
<td>25 points</td>
<td></td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Self-evaluation</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Self-evaluation</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Notebook</td>
<td>200 points</td>
<td></td>
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<tr>
<td>Participation</td>
<td>45 points</td>
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<tr>
<td>TOTAL</td>
<td>350 points</td>
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</tbody>
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Points Earned

- 329-350: A
- 315-328: A-
- 305-314: B+
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>B</td>
<td>294-304</td>
</tr>
<tr>
<td>B-</td>
<td>280-293</td>
</tr>
<tr>
<td>C+</td>
<td>270-279</td>
</tr>
<tr>
<td>C</td>
<td>259-269</td>
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<tr>
<td>C-</td>
<td>245-258</td>
</tr>
<tr>
<td>D</td>
<td>210-244</td>
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<tr>
<td>F</td>
<td>Below 210</td>
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- A grade of B or better is required in ESP 480, ESP 481 and ESP 487 to be advanced in Student Teaching in the Department of Special Education. Please be advised a B- is NOT considered a B.
Learning Enhancement Services
Learning Enhancement Services (LES) houses Disability Services, Tutoring Services, and Learning Strategies. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services Complex, suite 137. The LES phone number is 895-0866 or TDD 895-0652. You may also visit our website at [http://www.univ.edu/studentlife/les](http://www.univ.edu/studentlife/les).

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Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Assignments for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Thank you.
## XII. Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 1-18  | Orientation  
Course Introduction                     | Read Pre-student  
Teaching Handbook              |
| 1-25  | Meet with Supervisors                       |                                 |
| 2-01  | Lesson Plans                                |                                 |
| 2-08  | Elements of Quality of a Lesson Plan        |                                 |
| 2-15  | Modalities of Learning                      |                                 |
| 2-22  | Interrupting Test Data                      |                                 |
| 3-01  | Constructing an IEP  
1st Self-evaluation Due            |                                 |
| 3-08  | Constructing an IEP  
Mid-term Due                    |                                 |
| 3-15  | Comparison of IEP                          |                                 |
| 3-22  | Spring Break                                |                                 |
| 3-29  | Functional Analysis  
IEP Due                           |                                 |
| 4-05  | Behavior Plan                               |                                 |
| 4-12  | Behavior Plan                               |                                 |
| 4-19  | Modality Strategy Sharing  
Behavior Plan Due              |                                 |
| 4-26  | Modality Strategy Sharing                  | 2nd Self-Evaluation Due         |
| 5-03  | Notebook Review                             |                                 |