I. Prefix & Number  | EDSP 481
---|---
II. Title  | Resource Room Practicum
III. Credits  | 4 hours
IV. Semester  | Spring, 2011
V. Instructor  | Nancy Brown
VI. Office/Phone/Email  | 895-1397/ nancy.brown@unlv.edu
VII. Class Location  | CBC C 215
VIII. Office Hours  | Monday 10:00-12:00 Thursday 1:00-3:00
IX. Prerequisites  | EDU 203, EDSP 441
X. Course Description (Course Introduction)  | This course is designed to provide the student with an overview of the resource room. Emphasis will be placed on structuring and implementing a resource classroom. A practicum is also completed in a Clark County School District Resource Room.
XI. Standards Addressed:  
Council for Exceptional Children Standard Domain Areas Addressed in this Course  | Standard #1 Foundations  
Standard #3 Individual Learning Differences  
Standard #4 Instructional Strategies  
Standard #5 Learning Environments and Social Interactions  
Standard #7 Instructional Planning  
Standard #8 Assessment  
Standard #9 Professional and Ethical Practice  
Standard #10 Collaboration
XII. CEC Knowledge Objectives and Related Standards  
GC1K5 Continuum of placement and services available for individuals with disabilities.  
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  
GC4K1 Sources of specialized materials, curricula, and resources for individuals with disabilities.  
CC5K1 Demands of learning environments.  
CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3 Effective management of teaching and learning.
CC7K2 Scope and sequences of general and special curricula.
GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

**CEC Performance (Skills) Objectives and Related Standards**

**CC1S1** Articulate personal philosophy of special education.
**CC4S3** Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
**CC4S6** Use strategies that promote successful transitions for individuals with exceptional learning needs.
**GC4S1** Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
**GC4S4** Use reading methods appropriate to individuals with disabilities.
**GC4S5** Use methods to teach mathematics appropriate to the individuals with disabilities.
**GC4S6** Modify pace of instruction and provide organizational cues.
**GC4S7** Use appropriate adaptations and technology for all individuals with disabilities.
**GC4S9** Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
**GC4S11** Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
**GC4S12** Use responses and errors to guide instructional decisions and provide feedback to learners.
**GC4S13** Identify and teach essential concepts, vocabulary, and content across the general curriculum.
**CC5S2** Identify realistic expectations for personal and social behavior in various settings.
**CC5S4** Design learning environments that encourage active participation in individual and group activities.
**CC5S5** Modify the learning environment to manage behaviors.
**CC5S7** Establish and maintain rapport with individuals with and without exceptional learning needs.
**CC5S10** Use effective and varied behavior management strategies.
**CC5S11** Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
**CC5S12** Design and manage daily routines.
**CC5S16** Use universal precautions.
**GC5S6** Establish a consistent classroom routine for individuals with disabilities.
**CC7S1** Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
**CC7S10** Prepare lesson plans.
**CC7S11** Prepare and organize materials to implement daily lesson plans.
**CC7S12** Use instructional time effectively.
**CC7S13** Make responsive adjustments to instruction based on continual observations.
**GC7S3** Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
**CC8S5** Interpret information from formal and informal assessments.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10 Create and maintain records.
CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S7 Practice within one’s skill limit and obtain assistance as needed.
CC9S8 Use verbal, nonverbal, and written language effectively.
CC9S9 Conduct self-evaluation of instruction.
CC9S10 Access information on exceptionalities.
CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.
CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.
GC9S1 Participate in the activities of professional organizations relevant to individuals with disabilities.

**CEC Disposition Objectives and Related Standards**

CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.
CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3 Act ethically in advocating for appropriate services.
CC9S4 Conduct professional activities in compliance with applicable laws and policies.
CC10S1 Maintain confidential communication about individuals with exceptional learning needs.

**XII. Performance**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Related CEC Standards</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective #1: Articulate personal philosophy of special education, including the continuum of placement and services available for individuals with disabilities</strong></td>
<td>GC1K5, GC1K5</td>
<td>Final project Scheduling Assignment</td>
</tr>
<tr>
<td><strong>Objective #2: Describe the impact of learners’ diverse abilities, interests and culture on learning and instruction</strong></td>
<td>CC3K2, CC3K5</td>
<td>Bi-monthly logs Notebook</td>
</tr>
<tr>
<td><strong>Objective #3: Describe and use research-based instructional methods to</strong></td>
<td>GC4K1, CC4S3, CC4S6, GC4S1, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9,</td>
<td>Lesson plans Bi-monthly logs Notebook</td>
</tr>
</tbody>
</table>
### XII. Results

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Standards</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #3: Describe and use research-based instructional methods to insure students' success in all environments</td>
<td>GC4S1, GC4S3, GC4S6, GC4S1, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9, GC4S11, GC4S12, GC4S13</td>
<td>Lesson plans</td>
<td>Bi-monthly logs, Notebook</td>
</tr>
<tr>
<td>Objective #4: Describe and make modifications for the demands of learning and social environments encountered by students with special needs</td>
<td>CC5K1, CC5K2, CC5K3, CC5K4, CC5S1, CC5S2, CC5S4, CC5S5, CC5S7, CC5S10, CC5S11, CC5S12, CC5S16, GC5S6</td>
<td>Lesson plans</td>
<td>Bi-monthly logs, Scheduling Assignment, Environment Design</td>
</tr>
<tr>
<td>Objective #5: Demonstrate knowledge of, and construct lesson plans based on the general education curricula, including modifications and adaptations for individuals with exceptional learning needs</td>
<td>CC7K2, GC7K1, CC7S1, CC7S10, CC7S11, CC7S12, CC7S13, GC7S3, GC10K2</td>
<td>Lesson plans</td>
<td>Lesson presentation</td>
</tr>
<tr>
<td>Objective #6: Interpret and use information from formal and informal assessments to plan instruction and monitor student progress</td>
<td>CC8S5, CC8S8, CC8S10</td>
<td>Lesson plans</td>
<td>Bi-monthly logs, Notebook, IEP Review</td>
</tr>
<tr>
<td>Objective #7: Practice within the CEC Code of Ethics and uphold high standards of professional competence and integrity</td>
<td>CC9S1, CC9S2, CC9S3, CC9S4, CC9S5, CC9S6, CC9S7, CC9S8, CC9S9, CC9S10, CC9S11, CC9S12, GC9S1, CC10S1</td>
<td>Lesson evaluations</td>
<td>Bi-Monthly logs, Notebook, IEP Review</td>
</tr>
</tbody>
</table>
adaptations for individuals with exceptional learning needs

| Objective #6: Interpret and use information from formal and informal assessments to plan instruction and monitor student progress | CC8S5, CC8S8, CC8S10 | Lesson plans Bi-monthly logs IEP Review |

XIV. COURSE RESOURCES

Required Textbook and Materials


XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

- APS Packet
  - Two copies of The Resource Room Practicum Handbook and forms

XVI. ASSIGNMENTS

Course Requirements

**Attendance:** Attend the practicum site as assigned and complete 48 hours. There will be no excused absences during the practicum. All absences must be made up. Attendance in EDSP 481 seminar is required. You may earn 5 participation points for each class you attend and participate.

**Assignments:** Students will be responsible for turning assignments in on time. Late assignments will result in a loss of ten percent automatically.

**Group Assignments:** Each group will be responsible for:

a. **Behavioral Objectives**: Each group will be responsible for writing 5 behavioral objectives for math, 5 for reading, 5 for written expression and 5 social/behavior. You may write these for any grade level.

b. **IEP**: Each group will be responsible for reviewing an IEP which will include the areas of reading, math, written expression and behavior. Each student in that group will submit a summary of the strengths and weaknesses in the IEPs reviewed.
c. **Schedule:** Each group will develop a comprehensive schedule for a year round elementary resource room. Circumstances to be considered will be given to you. The schedule is to be for one week, not just one day.

**Individual Assignments:**

a. **Goals:** Student will select 3 goals regarding teaching to work on this semester. These goals will be typed up and submitted to instructor. Goals should be addressed in practicum experience summaries.

b. **Bi-Monthly Logs:** Students will hand in a 2 page summary of their practicum experience. These summaries are to be typed (12 pt. font) **and handed in every other week.**

c. **Lesson Plans:** Each student will develop 10 lesson plans for their practicum experience. Each lesson plan must be turned in weekly for instructor feedback. The first two lesson plans will be given feedback the remaining lesson plans will be scored 10 points each.

d. **Lesson Presentation:** Each student will present a lesson incorporating one of the lesson plans he/she has developed. This lesson must be at least 20 minutes long. The student is responsible for teaching the full time period and being prepared with materials. Students need to follow lesson plan format.

e. **Learning Environments:** Each student will complete an IRIS module on classroom environments

f. **Budget:** Each student will be given an amount of money and will need to prepare a list of supplies to be bought within this budget. Companies and addresses from which you find materials must be listed.

g. **Final Project:** Student will be required to reflect on practicum experience and the knowledge gained throughout the semester as well as Educating Esme. Students will need to include their personal philosophy. This will be a three-page paper double spaced in 12-pt. font.

**Practicum Requirements:**

1. **Attendance:** Students will attend their practicum site for 4 hours per week. Any time missed must be made up. **All hours must be completed before a final grade will be given.**

2. **Practicum Contract:** Students are responsible for securing the signatures needed for the contract. These contracts should be completed by the end of your first week at your site.

3. **Midterm Evaluation:**
4. **Final Evaluation**:

5. **Teach Weekly Lessons**: Students will teach one lesson per week at their practicum site. Your teacher must approve these lessons and initial the lesson plan.

6. **Practicum Notebook**: Students will maintain a notebook containing information received during their practicum experience. The notebook must contain the following:
   a. Practicum Contract, Evaluations
   b. Weekly Logs
   c. 10 Approved Lesson Plans
   d. Description of assigned program:
      1. Daily schedule
      2. Assessments used
      3. Arrangement of class
      4. Materials used
      5. Instructional and behavioral strategies used
   e. Functions of Support Personnel:
      1. Paraprofessionals, related services, volunteers, etc

XVII. **PERFORMANCE ASSESSMENTS**

   Critical Course Learning Assignment

   **Rubric for Portfolio/Notebook**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Contents</th>
<th>Thoroughness</th>
<th>Organization &amp; Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>All the required contents are included (3 supported goals, practicum contract, evaluations, 6 bi-monthly logs, 10 approved lesson plans, daily schedule, assessments used, arrangement of class, materials used, instructional</td>
<td><strong>ALL</strong> required materials are included (The 3 supported goals are well reflected with high quality considerations; all lesson plans and documents are signed; and remaining assignments completed with high standard)</td>
<td>Dividers used to separate notebook into sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notebook has logical organizational structure</td>
</tr>
</tbody>
</table>
Rubric for Lesson Plan

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Thoroughness</th>
<th>Basic Writing Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Includes all teaching steps with full scripts (sequence of the steps to be performed is listed in detail; the lesson content is based on the teaching objectives; necessary adaptations are included)</td>
<td>Clear, concise writing that reflects accurate spelling, grammar, and punctuation</td>
</tr>
</tbody>
</table>

Notebook lacks organizational structure

Less than 10 points

Notebook materials are unattractive and not professional

Notebook materials are clear

Notebook has logical organizational structure

Less than 17 points

The work is not done with sufficient effort

Less than 42 points

The contents are not arranged properly; some required signatures are missing; and remaining assignments completed.

17-21 points

Acceptable

42-53 points

Missing 1 or 2 categories of required materials

54-60 points

& behavioral strategies, function of support personnel, collection of ideas, and time sheets)

22-25 points

Unacceptable

Less than 12 points

Notebook lacks organizational structure

Notebook materials are unattractive and not professional

Notebook materials are clear

Notebook has logical organizational structure

Less than 10 points

The contents are not arranged properly; some required signatures are missing; and remaining assignments completed.

17-21 points

Acceptable

42-53 points

Missing 1 or 2 categories of required materials

54-60 points

& behavioral strategies, function of support personnel, collection of ideas, and time sheets)
High quality planning and evaluation criteria (outline the information to be explained; list key questions to guide possible discussion; include meaningful guided practice; set intended destination for evaluation so that the assessments have direct correlation with the objectives)

<table>
<thead>
<tr>
<th>8 points</th>
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</thead>
</table>

Acceptable

- Misses 1 teaching step plus some steps are described without full scripts
- Lesson reveals careful planning and evaluation criteria but not thorough

<table>
<thead>
<tr>
<th>4-7 points</th>
</tr>
</thead>
</table>

Unacceptable

- Misses 2 or more teaching steps plus some steps are described without full scripts
- Little evidence of careful planning and criteria of evaluation

<table>
<thead>
<tr>
<th>0-3 points</th>
</tr>
</thead>
</table>

Coherent writing with a few mechanical errors
6-10 typographical errors

Poorest writing mechanics which interferes with comprehension of step entries
More than 10 typographical errors

0 points

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**Rubric for Scheduling Assignment**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Accuracy</th>
<th>Thoroughness</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be</td>
<td>Includes c/c model, instruction time and other duties. Creates a comprehensive weekly resource room schedule showing</td>
<td>Uses visually clear presentation of schedules with special design to enhance</td>
</tr>
<tr>
<td>Responsible for during that allotted time. Creates resource room schedule for entire week making sure percentages of time and services stated on each student’s IEP are being met.</td>
<td>Times students receive services. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged during that time.</td>
<td>Appearance. Easily understood and referenced regarding student, teacher or subject.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>36-40 points</strong> Acceptable</td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be responsible for during that allotted time with 1 to 3 errors. Creates resource room schedule for an entire week making sure percentages of time and services stated on each student’s IEP are being met with 1-2 errors.</td>
<td>Includes c/c model, instruction time and other duties with 1 or 2 errors. Creates a comprehensive weekly resource room schedule showing times students receive services with 1 to 3 errors. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged during that time with 1 or 2 errors.</td>
<td></td>
</tr>
<tr>
<td><strong>27-30 points</strong> 28-35 points</td>
<td>21-26 points</td>
<td><strong>5 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>21-26 points</strong> Unacceptable</td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be responsible for during that allotted time with more than 3 errors. Creates resource room schedule for entire week making sure percentages of time and services stated on each student’s IEP are being met with more than 2 errors.</td>
<td>Includes c/c model, instruction time and other duties with more than 2 errors. Creates a comprehensive weekly resource room schedule showing times students receive services with more than 3 errors. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged during that time with more than 2 errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Less than 28 points</strong></td>
<td><strong>Less than 21 points</strong></td>
<td><strong>Less than 3 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**XVIII. SPECIAL NOTES**

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values
of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/committees/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would
impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

**Tutoring** -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**XIX. GRADING POLICY**

**Seminar Grades**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>15</td>
</tr>
<tr>
<td>Bi-monthly Summaries (6)</td>
<td>60</td>
</tr>
<tr>
<td>Objectives</td>
<td>30</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>80</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Budgets</td>
<td>20</td>
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<tr>
<td>Environments</td>
<td>20</td>
</tr>
<tr>
<td>Schedule</td>
<td>75</td>
</tr>
<tr>
<td>IEP</td>
<td>75</td>
</tr>
<tr>
<td>Notebook</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>75</td>
</tr>
</tbody>
</table>
Participation: 75 points

Total Possible: 650 points

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 or higher</td>
<td>618 - 650</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>585 - 617</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>572 - 584</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>533 - 571</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>520 - 531</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>507 - 519</td>
<td>C+</td>
</tr>
<tr>
<td>72-77</td>
<td>468 - 506</td>
<td>C</td>
</tr>
<tr>
<td>70-71</td>
<td>455 - 467</td>
<td>C-</td>
</tr>
<tr>
<td>68-69</td>
<td>442 - 454</td>
<td>D+</td>
</tr>
<tr>
<td>62-67</td>
<td>403 - 441</td>
<td>D</td>
</tr>
<tr>
<td>60-61</td>
<td>390 - 402</td>
<td>D-</td>
</tr>
<tr>
<td>59 and below</td>
<td>389 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*Your Final grade from your practicum experience and your grade from seminar assignments will be averaged together to determine your final grade to be recorded with the registrar.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Description</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Field Experiences Placements/Syllabus/Reflective Teaching Cycle</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/1</td>
<td>Planning for Instruction/ Writing Behavioral Objectives/</td>
<td>IRIS Module: Content Standards: Connecting Standards Based Curriculum to Instructional Planning</td>
</tr>
<tr>
<td>4</td>
<td>2/8</td>
<td>Equipping Resource Rooms</td>
<td>Boone &amp; Higgins (2007) IRIS Case Studies: Effective Room Arrangement Log 1 Due</td>
</tr>
<tr>
<td>5</td>
<td>2/15</td>
<td>Classroom Assessment Practices for Instruction</td>
<td>L.P. 1 Due/Objectives Due</td>
</tr>
<tr>
<td>6</td>
<td>2/22</td>
<td>Delivering Instruction</td>
<td>IRIS Module: How Do I Scaffold Instruction? Instruction Enhancement L.P 2/Log 2 Due</td>
</tr>
<tr>
<td>7</td>
<td>3/1</td>
<td>Scheduling</td>
<td>L.P. 3 Due</td>
</tr>
<tr>
<td>8</td>
<td>3/8</td>
<td>Developing IEPs / Related Services</td>
<td>Yell &amp; Stecker (2003) L.P. 4 Log 3 Due</td>
</tr>
<tr>
<td>9</td>
<td>3/15</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/22</td>
<td>IEPs continued</td>
<td>Yell et al. (2008) L.P. 5</td>
</tr>
<tr>
<td>11</td>
<td>4/5</td>
<td>High Stakes Assessment</td>
<td>Conderman &amp; Pederson (2010) L.P.7 due</td>
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<td>12</td>
<td>4/12</td>
<td>Homework/Grading Preparing Budget</td>
<td>Silva, Munk &amp; Bursuck (2005) L.P. 8 due/Log 5 Due</td>
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<td>13</td>
<td>4/19</td>
<td>Legal Aspects</td>
<td>Hyatt (2007) L.P. 9 due/Budget Due</td>
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<td>15</td>
<td>5/3</td>
<td>Notebook Check</td>
<td>Final Due</td>
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