“Preparing Professionals for Changing Educational Contexts”

**Syllabus**
Department of Special Education  
College of Education, University of Nevada Las Vegas

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix &amp; Number</th>
<th>EDSP 492/ESP 494</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Student Teaching Seminar Section I</td>
</tr>
<tr>
<td>III.</td>
<td>Credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>IV.</td>
<td>Semester</td>
<td>Spring, 2009</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor</td>
<td>Debra Cote</td>
</tr>
<tr>
<td>VI.</td>
<td>Office/Phone/Email</td>
<td>CEB 144; 895-1075; <a href="mailto:dcote@unlv.nevada.edu">dcote@unlv.nevada.edu</a></td>
</tr>
<tr>
<td>VII.</td>
<td>Class Location</td>
<td>TBE B 178 Wednesday 4:00-5:50</td>
</tr>
<tr>
<td>VIII.</td>
<td>Office Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>IX.</td>
<td>Prerequisites</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>X.</th>
<th>Course Description (Course Introduction)</th>
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<tbody>
<tr>
<td>This course will provide a forum for student teachers to brainstorm, problem solve, and share information related to their field experience. Instructional and behavioral strategies for regular and special education settings will be presented.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>X.</th>
<th>Standards Addressed:</th>
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</thead>
<tbody>
<tr>
<td><strong>Council for Exceptional Children Standard Domain Areas Addressed in this Course</strong></td>
<td></td>
</tr>
<tr>
<td>Standard #1: Foundations</td>
<td></td>
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<tr>
<td>Standard #2: Development and Characteristics of Learning</td>
<td></td>
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<tr>
<td>Standard #3: Individual Learning Difference</td>
<td></td>
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<tr>
<td>Standard #4: Instructional Strategies</td>
<td></td>
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<tr>
<td>Standard #5: Learning Environments and Social Interactions</td>
<td></td>
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<tr>
<td>Standard #6: Language</td>
<td></td>
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<tr>
<td>Standard #7: Instructional Planning</td>
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<td>Standard #8: Assessment</td>
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<tr>
<td>Standard #9: Professional and Ethical Practice</td>
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<tr>
<td>Standard #10: Collaboration</td>
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<table>
<thead>
<tr>
<th>XI.</th>
<th>CEC Knowledge Objectives and Related Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course students will be able to:</td>
<td></td>
</tr>
<tr>
<td>CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.</td>
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</tr>
<tr>
<td>CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.</td>
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</tr>
<tr>
<td>CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</td>
<td></td>
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</tbody>
</table>
CC2K5 Similarities and differences of individuals with and without exceptional learning needs.
CC2K6 Similarities and differences among individuals with exceptional learning needs.
GC2K4 Psychological and social-emotional characteristics of individuals with disabilities.
GC4K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
GC4K5 Strategies for integrating student-initiated learning experiences into ongoing instruction.
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.
GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

**CEC Performance (Skills) Objectives and Related Standards**
CC1S1 Articulate personal philosophy of special education
CC4S1 Use strategies to facilitate integration into various settings.
CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
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.
GC4S3 Teach learning strategies and study skills to acquire academic content.
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 **cures**.
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.
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.
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
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.
CC7S4 Use functional assessments to develop intervention plans.
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
CC8S1 Gather relevant background information.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S4 Develop or modify individualized assessment strategies.
CC8S5 Interpret information from formal and informal assessments.
CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10 Create and maintain records.
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.
CC10S1 Maintain confidential communication about individuals with exceptional learning needs.
CC10S3 Foster respectful and beneficial relationships between families and professionals.
CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S11 Observe, evaluate, and provide feedback to paraeducators.

**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.
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.
CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.
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.

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**XII. Performance**
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Related CEC Standards</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Describe the characteristics of individuals with and without exceptional learning needs</td>
<td>CC2K5, CC2K6, GC2K4</td>
<td>Weekly Summaries Observations</td>
</tr>
<tr>
<td>3. Discuss the impact of learners’ academic abilities and culture on instruction, learning, and career development</td>
<td>CC3K2, CC3K3, CC3K5</td>
<td>Weekly Summaries IEP</td>
</tr>
<tr>
<td>4. Describe and use research-based instructional strategies to accommodate learners with exceptional needs in all academic and nonacademic environments</td>
<td>GC4K3, GC4K5, CC4S1, CC4S2, CC4S3, CC4S4, CC4S5, GC4S1, GC4S3, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9, GC4S11, GC4S12, GC4S13</td>
<td>Lesson Plans Weekly Summaries</td>
</tr>
<tr>
<td>5. Describe and modify for the demands of learning environments through the continuum of placements for students with exceptional learning needs</td>
<td>CC5K1, CC5K2, CC5K3, CC5K4, CC5S1, CC5S2, CC5S5, CC5S7, CC5S10, CC5S11, CC5S12, CC5S15, CC5S16, GC5S6</td>
<td>Weekly Summaries Lesson Plans Field Experience Evaluations</td>
</tr>
<tr>
<td>6. Demonstrate knowledge of the scope and sequence of both general and special education curricula and plan according to diverse student abilities</td>
<td>CC7K2, GC7K1, CC7S1, CC7S4, CC7S10, CC7S11, CC7S12, CC7S13 GC7S3</td>
<td>Lesson Plans Field Experience Evaluations</td>
</tr>
<tr>
<td>9. Describe and demonstrate the collaborative/consultative role of the special education teacher in the inclusion of students with disabilities</td>
<td>GC10K2, GC10K4, CC10S1, CC10S3, CC10S4, CC10S9, CC10S11</td>
<td>Weekly Summaries Field Experience Evaluations</td>
</tr>
</tbody>
</table>

XIII. Results
1. Articulate personal philosophy of special education | CC1S1 | Candidate Statement

2. Describe the characteristics of individuals with and without exceptional learning needs | CC2K5, CC2K6, GC2K4 | Weekly Progress Summaries Observations Substitute Plan

3. Discuss the impact of learners’ academic abilities and culture on instruction, learning, and career development | CC3K2, CC3K3, CC3K5 | Weekly Summaries IEP

4. Describe and use research-based instructional strategies to accommodate learners with exceptional needs in all academic and nonacademic environments | GC4K3, GC4K5, CC4S1, CC4S2, CC4S3, CC4S4, CC4S5, GC4S1, GC4S3, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9, GC4S11, GC4S12, GC4S13 | Lesson Plans Weekly Progress Summaries Substitute Plan

5. Describe and modify for the demands of learning environments through the continuum of placements for students with exceptional learning needs | CC5K1, CC5K2, CC5K3, CC5K4, CC5S1, CC5S2, CC5S5, CC5S7, CC5S10, CC5S11, CC5S12, CC5S15, CC5S16, GC5S6 | Weekly Progress Summaries Lesson Plans Field Experience Evaluations

6. Demonstrate knowledge of the scope and sequence of both general and special education curricula and plan according to diverse student abilities | CC7K2, GC7K1, CC7S1, CC7S4, CC7S10, CC7S11, CC7S12, CC7S13 GC7S3 | Weekly Progress Summaries Lesson Plans Field Experience Evaluations

7. Evaluate and use assessment results to plan instruction and monitor student progress | CC8S1, CC8S2, CC8S4, CC8S5, CC8S6, CC8S8, CC8S10 | Weekly Progress Summaries IEP Lesson Plans Field Experience Evaluations

8. Practice within the CEC Code of Ethics and uphold high standards of professional competence and integrity | CC9S1, CC9S2, CC9S3, CC9S4, CC9S5, CC9S6, CC9S7, CC9S8, CC9S9, CC9S10, CC9S11, CC9S12, GC9S1 | Weekly Progress Summaries Field Experience Evaluations

9. Describe and demonstrate the collaborative/consultative role of the special education teacher in the inclusion of students with disabilities | GC10K2, GC10K4, CC10S1, CC10S3, CC10S4, CC10S9, CC10S11 | Weekly Progress Summaries Field Experience Evaluations

**XIV. COURSE RESOURCES**

*Required Textbook*

No TEXT Required
XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS


XVI. ASSIGNMENTS:

Assignments are DUE on the date stated in the calendar. Late assignments will be docked 10 points per week they are late.

1. Write an IEP for a student. **RUBRIC ASSIGNMENT**
   Steps to follow are:
   a. Select student, develop an assessment plan, and administer assessment instruments.
   b. Interpret test results and determine the goals and objectives that the student will work on during the school year.
   c. Complete IEP using forms of CCSD.
   d. Participate in IEP meeting

2. Audiotape or videotape and self-evaluate two lessons. Both lessons will require a reflection of the lesson that you taught (one page). The SECOND evaluation must contain a comparison to the first evaluation. In the comparison, discuss the difference in your teaching and possible lesson changes. One page and follows APA (e.g., cover page, page numbers).

3. Type up and share an instructional or behavioral strategy or program. One page and follows APA (e.g., cover page, page numbers).

4. Maintain a Student Teaching Notebook.

   Requirement Checklist
   Self-Evaluation
   Contract Lesson Plans
   Parent Letter Substitute Plan
   Observation Notes Weekly Progress Summaries
   IEPS Additional Materials

5. Class Attendance: **Class attendance and participation (150 points):**
   Students must prepare for, attend, and actively participate in each class session (e.g., large/small-group discussions, in-class assignments). Students only receive attendance points when they are present for the entire class session (regardless of reason). In other words, punctuality and attendance is expected. These professional behaviors are essential to successful achievement in this
course as well as in the profession. Students will earn participation points for each class meeting. If a student does not attend class, regardless of the reason, he or she will not earn the points. In addition to this policy, this is a course for students in the ARL program. As such, the attendance policy of the ARL program is in force. Attendance will be taken up to 30 minutes after class starts. This policy states that attendance is mandatory. Students who are more than 30 minutes late to class will loose 10 pts from their total points. School meetings, appointments, and IEPs are not excuses for missing class or being late.

* Students are expected to refrain from text-messaging, receiving and making cell phone calls in class. Students are to use laptops for class note-taking only.

a. All assignments are due on the date indicated in the syllabus. Points will be deducted for late assignments. Assignments submitted after the due date, but during the same week, will be accepted with a 10-point penalty. Work that is submitted after the week during which it is due will be subject to a 25% penalty. **Work will not be accepted more than two weeks after the due date.** **Students not in attendance during presentations (i.e., strategy sharing) will lose 25 points.**

b. If a situation arises and you know ahead of time that you will have to miss a class, it is your responsibility to do the following: contact me ahead of time; arrange for a peer to pick up assignments and take notes (or arrange to talk or meet with me prior to the next session), and turn in any assignments that are due on that day, or ahead of time.

6. **All assignments MUST be typed and double-spaced unless stated otherwise by instructor.** Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style where appropriate. This excludes assignments presented in a technology-based format (e.g., web-quest or Power Point). Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed with correct syntax, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

**XVII. PERFORMANCE ASSESSMENTS**
## Rubric for IEP

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information/Participation</strong></td>
<td>- Student/Parent information completely filled out</td>
<td>- Student/Parent information partially filled out</td>
<td>- Student/Parent missing</td>
</tr>
<tr>
<td></td>
<td>- Eligibility category is checked and eligibility date is filled out.</td>
<td>- Eligibility category is not checked and eligibility date is filled out.</td>
<td>- Eligibility category is not checked and eligibility date is not filled out.</td>
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<tr>
<td></td>
<td>- Meeting information is thoroughly filled out</td>
<td>- Meeting information is partially filled out</td>
<td>- Meeting information is not filled out</td>
</tr>
<tr>
<td></td>
<td>- IEP participation has correct signatures</td>
<td>- IEP participation has correct signatures</td>
<td>- IEP participation has no signatures</td>
</tr>
<tr>
<td></td>
<td>- Procedural Safeguards are checked</td>
<td>- Procedural Safeguards are checked</td>
<td>- Procedural Safeguards are not checked</td>
</tr>
<tr>
<td></td>
<td>- Student was involved with IEP preparation and presentation with written confirmation from cooperating teacher</td>
<td>- Student was partially involved with IEP preparation and presentation</td>
<td>- Student was minimally involved with IEP preparation</td>
</tr>
<tr>
<td></td>
<td><strong>16-17 points</strong></td>
<td></td>
<td><strong>Less than 11 points</strong></td>
</tr>
<tr>
<td><strong>Assessment/Present Levels</strong></td>
<td>- List assessments conducted both formal and informal</td>
<td>- List assessments conducted</td>
<td>- No assessments</td>
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<tr>
<td></td>
<td>- Must attach 3 assessments conducted at least one being standardized</td>
<td>- Must attach 2 assessments conducted at least one being standardized</td>
<td>- Minimally or no assessments</td>
</tr>
<tr>
<td></td>
<td>- Conducted at least one being standardized</td>
<td>- Partially report results using both Standard Scores or Grade Equivalents</td>
<td>- Must attach 1 assessment conducted at least one being standardized</td>
</tr>
<tr>
<td></td>
<td>- Report results using Standard Scores</td>
<td>- Partial effect on student’s involvement and progress in general curriculum is written in narrative format but does not state both strengths and weaknesses.</td>
<td>- No effects student’s involvement a general education</td>
</tr>
<tr>
<td></td>
<td>- Effect on student’s involvement and progress in general curriculum is thoroughly written in narrative format addressing both strengths and weaknesses.</td>
<td></td>
<td><strong>Less than 9 points</strong></td>
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<tr>
<td></td>
<td><strong>12-13 points</strong></td>
<td></td>
<td><strong>11-15 points</strong></td>
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<tr>
<td><strong>Strengths, concerns and consideration</strong></td>
<td>- Statement of students strengths is filled out</td>
<td>- Minimal statement of student strengths</td>
<td>- Did not complete the document</td>
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<tr>
<td></td>
<td>- Statement or</td>
<td>- Do not address parent</td>
<td></td>
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</tbody>
</table>

- **11-15 points**
- **16-17 points**
- **Less than 9 points**
<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Goals and Benchmarks</td>
<td>• Annual goals are thoroughly written in measurable terms • Nevada Standards are stated • Goals are directly related to present levels of performance • Benchmarks are written in correct sequential manner</td>
<td>• Annual goals are partially written with clear measurable terms • Nevada Standards are stated • Goals are related to some present levels of performance • Benchmarks are partially written in sequential manner</td>
<td>• Annual goals are written without measurable terms • No Nevada Standards are stated • Goals are not related to present levels • Benchmarks do not pertain to annual goals</td>
</tr>
<tr>
<td>Special Ed. Services/Supplementary Aids</td>
<td>• Specially designed instruction is thoroughly explained with beginning and ending dates, correct percentages of time and location of services • Realistic modifications and accommodations are stated and reflect student’s present levels</td>
<td>• Specially designed instruction is partially explained with beginning and ending dates, correct percentages of time and location of services • Modifications and accommodations are stated and reflect student’s present levels</td>
<td>• Specially designed instruction is vague and date of services is incorrect. • Modifications and accommodations do not reflect student’s present levels</td>
</tr>
</tbody>
</table>
### Related Services and Participation in Assessments

- Related services are checked and type designated with dates, frequency and location completely filled out.
- Check student participation in assessment and if accommodations are needed attach form.

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<thead>
<tr>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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</table>

### Placement

- Extended school year services and activities eligibility are checked.
- Placement considerations are checked with the correct percentage of time in regular education stated.
- Justification for placement thoroughly explains why the IEP goals and objectives cannot be met in regular education setting and includes an explanation of any harmful effects from this placement.

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<thead>
<tr>
<th>4-5 points</th>
<th>2-3 points</th>
<th>0 points</th>
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### 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: “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://studentlife.unlv.edu/judicial/misconductPolicy.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. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

**Missed Class(es) / Student** – Students missing a class or assignment because of observance of a religious holiday or representation of UNLV at any official extracurricular activity shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of registration to be assured of this opportunity for religious observance and no less than one week prior to the missed class(es) for extracurricular activities. Assignments will be due no later than one week after the due date in these cases.

**Rebelmail** – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the
Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.

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-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. http://writingcenter.unlv.edu/

Collection of Student Assignments for Accreditation Purposes Assignments completed 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.

XIX. GRADING POLICY

Course Grades:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>50</td>
</tr>
<tr>
<td>Strategy Sharing</td>
<td>25</td>
</tr>
<tr>
<td>1st Videotape &amp; self-evaluation</td>
<td>25</td>
</tr>
<tr>
<td>2nd Videotape &amp; self-evaluation</td>
<td>40</td>
</tr>
<tr>
<td>Weekly Summaries</td>
<td>75</td>
</tr>
</tbody>
</table>

(Oral & Written)  
(Audio & Critique)  
(15 @ 5)
Lesson Plans 65 Points (13 @ 5)
Observations 30 Points (3 @10)
Substitute Plan 25 Points
Neatness & Organization 15 Points (Notebook)
Attendance 150 Points

TOTAL POSSIBLE 500 Points

**Percentage Score** | **Grade**
---|---
95 or higher | A
90 - 94 | A-
88 - 89 | B+
82 - 87 | B
80 - 81 | B-
78 - 79 | C+
72 - 77 | C
70 - 71 | C-
68 - 69 | D+
62 - 67 | D
60 - 61 | D-
59 and below | F

XX. **CLASS SCHEDULE:** *Subject to Change*

EDSP 492
STUDENT TEACHING SEMINAR CALENDAR
Spring 2009 Wednesday 4:00-5:50

<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>14</td>
<td>Overview of Course</td>
</tr>
</tbody>
</table>
2 January 21 Writing Weekly Summaries

3 January 28 Writing Lesson Plans
Weekly Summaries Due (Two)

4 February 4 Evaluating Your Initial Teaching Experiences
Weekly Summary Due
Lesson Plans Due

5 February 11 Being a Special Education Teacher
Weekly Summary Due
Lesson Plans Due

6 February 18 Writing IEPs
Weekly Summary Due
Lesson Plans Due
Observation One Due

7 February 25 Developing Management Skills
1st Video/Audiotape & Self-evaluation Due
Weekly Summary Due
Lesson Plans Due

8 March 4 Things New Teachers Need to Succeed
Weekly Summary Due
Lesson Plans Due

9 March 11 Working with Diverse Families
Weekly Summary Due
Lesson Plans Due
Observation Two Due

10 March 18 Developing Your Teaching Portfolio
Weekly Summary Due
Substitute Plan Due
Lesson Plans Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Task Description</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 11   | March | 25   | Collaborating with Others                  | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due |
| 12   | April | 1    | Developing Instructional Competencies      | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due  
|      |       |      |                                            | Observation Three Due |
| 13   | April | 15   | Budgeting/Room Design                      | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due |
| 14   | April | 22   | Strategy Sharing (Oral & Write-up)         | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due  
|      |       |      |                                            | 2nd Video/Audiotape & Self-evaluation Due |
|      |       |      |                                            | IEP Due |
| 15   | April | 29   | Strategy Sharing (Oral & Write-up)         | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due |
| 16   | May   | 5    | Notebook Check/Exit Evaluation             | Weekly Summary Due  
|      |       |      |                                            | Lesson Plans Due |