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

Student Teaching Seminar
ESP 494
Fall 2006
2 Credit Hours

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E-MAIL: tsmedley@unlv.nevada.edu
OFFICE HOURS: M-R 1:00-3:00
OFFICE LOCATION: CEB 144

COURSE INTRODUCTION
The purpose of this course is to assist new resource teachers during their first independent teaching experience. Students will discuss, reflect upon, and synthesize important issues regarding their new teaching experiences. Content is relevant to students teaching in resource rooms, K-12. This course was specifically designed to meet the needs of teachers participating in the ARL (Alternative Route to Licensure) program.

CEC or NAEYC or NASP STANDARDS ADDRESSED
• Philosophical, Historical, and Legal Foundations of Special Education (Common Core 1)
• Instructional Content and Practice (Common Core 4)
• Planning and Managing the Teaching and Learning Environment (Common Core 5)

OBJECTIVES
1. KNOWLEDGE
Upon completion of this course, the student will have acquired knowledge related to:

1. Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles. (CEC-CC4-K1)
2. Basic classroom management theories and techniques for individuals with exceptional learning needs. (CEC-CC5-K1)

2. PERFORMANCE (SKILLS)
Upon completion of this course, the student will be able to:

1. Articulate personal philosophy of special education including its relationship to/with regular education. (CEC-CC1-S1)
2. Prepare appropriate lesson plans. (CEC-CC4-S5)
3. Conduct self evaluation instruction. (CEC-CC4-S17)

3. DISPOSITION(S)
Upon completion of this course, the student will:

1. Promote and maintain a high level of competence and integrity in the practice of the profession (CEC-CC8-S3)
2. Exercise objective professional judgment in the practice of the profession (CEC-CC8-S4)
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UNLV complies with the provisions set forth in Section 504 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) – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify you of anticipated absences by the last day of late registration, September 1, 2006, to be assured of this opportunity. I encourage you to give students an additional week but to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to you no less than one week prior to the missed class(es).

REQUIRED TEXTBOOK(S)
None

SUPPLEMENTAL TEXTS AND/OR MATERIALS

ASSIGNMENTS

A. Attendance and participation in class discussions. Points will be deducted for students missing more than one class session (5 points per class missed after the first absence).

B. Descriptive papers. There will be a total of two (2) descriptive papers, 1-2 pages in length. Topics will include teacher collaboration/communication within your building, and a piece on your students at the end of the semester, reflecting on how your feelings have changed toward your students from the beginning of the school year. (10 points)

C. Journal articles. Students will read two journal articles from professional journals and write 1-2 page paper. The paper should include a summary of the article and a reflection/opinion portion. Topics for the articles should be chosen from the following list: special education teacher retention, inclusion, teacher preparation, reauthorization of IDEA, NCLB and what it means to special education, or technology and special education. (20 points)

D. Lesson plans. Students will submit a “generic” set of substitute lesson plans. There may be times when you will be called out on an emergency and do not have time to write detailed lesson plans for a substitute. In case of such an emergency, a set a “generic” lesson plans should be available. Details will be discussed in class. (25 points)

E. IEP. Students will submit an IEP on CCSD forms. (20 points)

F. Final project. Your final project will be a synthesis entitled, “The Top 10 Things Every New Resource Teacher Should Know”. Throughout the semester, keep track of essential elements you found to be important as a new teacher in Special Education. (25 points)

**All assignments must be typewritten and in APA Style!!!

Instructional Methods
This course will be conducted in a seminar format. Students will participate in discussions pertaining to daily topics.

GRADING POLICY
Assignments will be graded based on the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>50%</td>
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<tr>
<td>Clarity and Mechanics</td>
<td>25%</td>
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<tr>
<td>Overall Appearance</td>
<td>25%</td>
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</tbody>
</table>

Possible points: 100

93-100 A
90-92  A-
88-89  B+
83-87  B
80-82  B-
78-79  C+
73-77  C
70-72  C-
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>8-29</td>
<td>Introduction/syllabus/purpose</td>
</tr>
<tr>
<td>9-5</td>
<td>Students in Resource Rooms</td>
</tr>
<tr>
<td>9-12</td>
<td>Classroom Management (First journal article due)</td>
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<tr>
<td>9-19</td>
<td>Behavior Plans</td>
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<tr>
<td>9-26</td>
<td>Lesson Plans/Sub Plans</td>
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<tr>
<td>10-3</td>
<td>Topic TBD (Comm/Collaboration paper due)</td>
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<td>10-10</td>
<td>No class (Library Day)</td>
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<td>10-17</td>
<td>Preparing for Parent Conferences/IEPs (Substitute lesson plans due)</td>
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<tr>
<td>10-24</td>
<td>Class brainstorming/problem solving</td>
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<tr>
<td>11-7</td>
<td>IEP (Second journal article due)</td>
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<td>11-14</td>
<td>Accessing General Education Curriculum</td>
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<tr>
<td>11-21</td>
<td>No class (Library Day)</td>
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<tr>
<td>11-28</td>
<td>Inclusion and C/C model (IEP due)</td>
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<tr>
<td>12-5</td>
<td>Share “Top 10” Lists (“Top 10” List and last descriptive paper due)</td>
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<tr>
<td>Proficiency Levels</td>
<td>Target</td>
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</table>
| Information/Participation | • Eligibility category is checked and eligibility date is filled out.  
• Meeting information is thoroughly filled out  
• IEP participation has correct signatures  
• Procedural Safeguards are checked  
• Student was involved with IEP preparation and presentation  
6-7 points | • Eligibility category is not checked and eligibility date is filled out.  
• Meeting information is partially filled out  
• IEP participation has correct signatures  
• Procedural Safeguards are checked  
• Student was partially involved with IEP preparation and presentation  
4-5 points | • Eligibility category is not checked  
• Meeting information is not filled out  
• IEP participation has no signatures  
• Procedural Safeguards are not checked  
• Student was minimally involved with IEP preparation and presentation  
3 < points |
| Assessment/Present Levels | • Report results using both Standard Scores and Grade Equivalents  
• Effect on student’s involvement and progress in general curriculum is thoroughly written in narrative format addressing both strengths and weaknesses.  
12-13 points | • Partially report results using both Standard Scores or Grade Equivalents  
• Partial effect on student’s involvement and progress in general curriculum is written in narrative form but does not state both strengths and weaknesses.  
9-11 points | • No assessment  
• Minimally or no standardized  
• No effects student’s involvement and progress in general education are stated  
Less than 9 points |
| Strengths, concerns and consideration of special factors | • Statement or documentation of parental concerns.  
• Student’s preference and interests  
• Consideration of special factors is completely checked and reflects present levels of performance.  
3 points | • Minimal statement of student strengths  
• Do not address parent concerns.  
• Consideration of special factors is checked and does not reflect present levels of performance.  
1-2 points | • Did not complete document 0 points |
| IEP Goals and Benchmarks | • Annual goals are partially written with clear measurable terms  
• Nevada Standards are stated | • Annual goals are not measurable terms  
• No Nevada Standards  
• Goals are not related to present levels of performance |
<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Special Ed. Services/ Supplementary Aids</td>
<td>3-5 points</td>
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<tr>
<td>• Benchmarks are partially written in sequential manner</td>
<td>0-2 points</td>
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<tr>
<td>• Benchmarks do not pertain to annual goals</td>
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<td>• Modifications and accommodations do not reflect student’s present levels</td>
<td>0-2 points</td>
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<tr>
<td>Related Services and Participation in Assessments</td>
<td>2 points</td>
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<tr>
<td>• Related services are checked and type designated with dates, frequency and location completely filled out.</td>
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<tr>
<td>• Check student participation in assessment and if accommodations are needed attach form.</td>
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<tr>
<td>• Form was not filled out</td>
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