

Intern/Resident Information Form

*****Bring completed form to seminar #1 on August 27, 2012.*****

Course: _____ Semester: _____

Full Name: _____

How would you like to be addressed in class? _____

Mailing Address: _____

Home Telephone: (_____) _____

Work Telephone: (_____) _____

Fax #: (_____) _____

Email Address: _____

School District: _____

Campus Assignment(s): _____

Specific Class Assignment(s): _____

Your University Liaison's...

Name: _____

Email Address: _____

Telephone #: (_____) _____

Your General Education Seminar Coordinator's...

Name _____

Email Address: _____

Are there specific topics you would like for us to address this semester? If so, list below.

Fall, 2012 -- SpEd 466 -- Practicum: Students with Special Needs

Instructor: Harvetta R. Henry, Ph.D. **Phone:** (903) 886-5648 **Office:** Henderson-205
Fax: (903) 886-5510 **Office Hours:** Mon. 12:00-2:30, Tues. 1:30-4:00, or by appointment
Email: Harvetta.Henry@tamuc.edu

Course Description: Observation and guided practice in field-based settings; Planning, developing, implementing, and evaluating social/behavioral and educational programs for students with special needs. Issues of collaboration and transition planning are included.

ResourceText: Vaughn, S., Bos, C., & Schumm, J. S. (2011). Teaching Students Who Are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th ed.). Boston: Allyn & Bacon.

TExES Generic Competencies Addressed:

Competency 002

The special educator understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Competency 003

The special educator understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Competency 004

The special educator understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005

The special educator knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Competency 006

The special educator understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Competency 007

The special educator understands and applies knowledge of transition issues and procedures across the life span.

Competency 008

The special educator promotes students' performance in English language arts and reading.

Competency 009

The special educator promotes students' performance in mathematics.

Competency 010

The special educator understands the philosophical, historical, and legal foundations of special education.

Competency 011

The special educator applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012

The special educator knows how to communicate and collaborate effectively in a variety of professional settings.

*****SPED 466 sessions will be held on the following dates in BA 221. Assignment due dates are also included.*****

Aug. 27	Review syllabus; Introductory & review activities	Submit intern/resident information form.
Sept. 10	Practice TExES (There is a \$20 fee.)	Additional information about this will be shared in seminar.
Sept. 24	Develop and/or review TExES action plans; Campus resources; Etc.	Campus surveys and reflections due.
Oct. 1	Instructional clarity; Standards-based IEPs	Comparative self-evaluations due.
Oct. 15	Assistive technology; Working with educational aides	Observation reports due; Group presentation
Nov. 5	Lesson development and reflection	Lesson share due.
Nov. 26	ARD observations reported; Quick quiz	Portfolios due (include ARD report in portfolio). Quick quiz.
Dec. 3	Quick quiz reviewed; Portfolios returned; Exit survey administered; A look back and forward completed	

Required Assignments:

- Access, download & review a copy of the updated *special education standards* & the *test framework for the 161 TExES*. Plan to bring these documents to each seminar this semester.
- Complete campus survey (format will be provided in seminar). In a *short* paragraph, describe what your collaborative efforts have been with these colleagues. If two or more of you are completing the survey for the same campus, you may submit one survey form with individual paragraphs describing your experiences. Due date: Sept. 24.
- Comparative self-evaluation - Contact your mentor or liaison and request a blank copy of the form that will be used for your formal lesson evaluations. Using this form, complete a self-evaluation of a lesson you teach that was also evaluated by your university liaison or mentor teacher. Compare the two evaluations. Were they in agreement? Were there areas where ratings were different? On Oct. 1, submit copies of the following documents: 1) Your self-evaluation, 2) Your mentor's or liaison's evaluation of the same lesson, and 3) a short paragraph describing how the two evaluations compare.
- Group Presentation. As a 466 class group, you will create a presentation on "Assistive Technology." You will make your presentation to the full group on Oct. 15. Think of this assignment as a *staff development session* you might attend in your public school setting. Plan for approximately 45 minutes for your presentation and be creative. Guest speakers, multimedia presentations, exhibits, lecture, and group activities may all be used. The format of your presentation is up to your group members.

You will be completing a within-group evaluation and your peers will also provide you with feedback. You will have some time during seminar to plan and prepare, but do plan to communicate with your group members outside scheduled seminars. All members are expected to contribute to the group's presentation in some way, but it is reasonable to expect that the nature of those contributions may vary greatly. Additional details will be provided in seminar.

- Complete two (2) classroom observations in 2 different *special education settings* (observation guide will be provided in seminar). Due date: Oct. 15.
- Review a student's I.E.P. From that I.E.P. develop and teach a minimum of 2 lessons to this student. (You may be assigned to work with a group of students instead of one student.) Be sure to develop an assessment piece for each objective addressed in your lesson. Plan to talk to your mentor about how daily lesson plans are developed using student IEPs. On Nov. 5, plan to share your lessons in seminar and submit the following information: 1) A brief description of the learning strengths and challenges of the student(s) you taught (do not identify students by name), 2) your lesson plans (with IEP objectives listed) and any activity pages you used in the lesson, and 3) a paragraph for each lesson detailing your reflections on the lesson's effectiveness. What went well? What would you do differently if teaching that lesson again?
- Attend at least one ARD. Address the process points listed below.
 - What was the date of the meeting and grade level of the student? Additionally:
 - 1) Who attended the ARD? (*identify by role only, not by name*)
 - 2) Who appeared to be the ARD facilitator or coordinator?
 - 3) What was the purpose of the ARD (Admission, Review, or Dismissal)?
 - 4) What kind of information (assessment, instructional, behavioral, etc.) was shared by each committee member?
 - 5) Particularly, what appeared to be the special educator's role and responsibility as a committee member? The general educator's role and responsibility?
 - 6) How were educational goals and objectives determined?
 - 7) How did the committee arrive at decisions concerning the student's least restrictive environment (LRE)?
 - 8) Were there conflicts or disagreements in the ARD? If so, how were they handled?
 - 9) Was there anything about the process that surprised you or about which you still have questions?
 - 10) As a special (or general) educator, what would you need to do to prepare for an ARD meeting? What do you feel is necessary for you to be the most effective ARD team member possible?

If you are not allowed to observe an ARD in your district, see the instructor for an alternate assignment.

- Quick Quiz. On Nov. 26, you will take a quick quiz worth 10 points. The quiz will cover the topics presented in seminar and other review material introduced.

• **Additionally, interns must choose at least five (5) of the following items and document completion:**

- A. Attend a parent group meeting or parent conference.
- B. Attend a faculty meeting.
- C. Attend a campus grade level/team meeting.
- D. Join a professional organization. (SCEC is highly encouraged.)
- E. Assist on a field trip.
- F. Participate in a community activity.
- G. Participate in other extracurricular activities.
- H. Participate in Special Olympics.
- I. Attend staff development session targeting children with special needs
- J. Other (specify)

You may document these activities in journal or checklist form. Identify the date of the activity and any details/exhibits helpful in confirming your participation.

The Portfolio:

All assignments (graded and ungraded) should be included in the portfolio submitted for review on Apr. 30. Important notes regarding your portfolio:

- I. Ensure that your portfolio is complete, well organized, and professionally presented.
- II. Include your rubric as the first document.
- III. Include the assignments in the order listed on the rubric.
- IV. Use dividers of some kind designating each section.
- V. Include any approved make-up work for an excused absence as a final section. For approved make-up work you should have a note detailing the date of the absence, the reason for the absence, and the doctor's note or other documentation confirming the reason for the absence. The make-up work itself should immediately follow this information.

Grading: Grades will be based on performance in the field-based setting as well as participation in and completion of assignments in specialization meetings and other university seminars. Both quality and quantity of assignments will be considered. The following descriptors will be used to determine final grades:

A-- 90-100 pts	Exceptional
B-- 80-89 pts	Acceptable
C-- 70-79 pts	Needs Improvement
D-- 60-69 pts	Unacceptable
F-- below 60 pts	Unacceptable

Other important notes:

- All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current [Student's Guidebook](#)) *Use of Cell Phones:* Common courtesy and professional behavior prohibit the use of cell phones (including for texting) during class. It is expected that all cell phones will be turned "off" during class time. If there is a personal emergency that necessitates keeping your cell phone on "vibrate" during class, notify the instructor prior to class that you may receive a call during the class period.
- **Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Texas A&M University-Commerce - Office of Student Disability Resources and Services, Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148; StudentDisabilityServices@tamu-commerce.edu
- All assignments are due on the stated due dates. Late submissions will affect the number of points awarded or, depending on the situation, may not be accepted. Students should plan to communicate any extenuating circumstances to the instructor in a timely manner.
- Students are expected to attend all seminars unless they have an excused absence. You will need to sign in for each seminar meeting and indicate your arrival time. Punctuality and full participation until seminar is dismissed is expected. *It is the responsibility of the student to contact the instructor* regarding make-up work for *excused* absences and provide confirmation of the reason for that absence (for example, a doctor's note). The student and instructor will agree on the content of the make-up work. Unexcused absences or absences for which make-up work is not completed will result in a 2-point deduction of total points earned for each absence.
- You will need to arrange for child-care for your children on seminar dates. Children cannot be brought to seminar meetings.

GRADING RUBRIC: Interns – SpEd 466

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A--	90-100 points	Exceptional
B--	80-89 points	Acceptable
C--	70-79 points	Needs Improvement
D--	60-69 points	Unacceptable
F--	below 60 points	Unacceptable

Note: Please DO NOT use plastic sheet protectors in your portfolio.

<u>Required Assignments:</u>	<u>Possible Points:</u>	<u>Points Earned:</u>
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• Copy of Special Education Standards & Test Framework	5	_____
• Practice TExES Results and Action Plan Completed	5	_____
• Complete Campus Survey & Evidence of Collaboration	5	_____
• Comparative Self-evaluation of Lesson Taught	10	_____
• Group Presentation	15	_____
• Two Classroom Observations	20	_____
• IEP Review/Lessons Taught	15	_____
• ARD Attendance	5	_____
• Quick Quiz	10	_____
• Additional Activities (5 @ 2 points each)	10	_____
A. Attend a parent group meeting or parent conference.		
B. Attend a faculty meeting.		
C. Attend a campus grade level/team meeting.		
D. Join a professional organization. (SCEC, TCTA, ATPE)		
E. Assist on a field trip.		
F. Participate in a community activity.		
G. Participate in other extracurricular activities.		
H. Participate in Special Olympics.		
I. Attend staff development session targeting children with special needs.		
J. Other approved activity (specify)		

Number of absences: _____ Number of tardies: _____

Make-up work completed? Yes No NA If no, number of points deducted: _____

Practice Test Score: _____

Input from field: _____

Total Points Earned: _____

Comments:

Supply the name, telephone/cell#, and email address of your liaison: