

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.

SpEd 472.001 – Delivery Services in Special Education -- Fall, 2012

SpEd 472 University Liaison: Dr. Lois Hogan

Seminar 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.

Resource Text: 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 472 sessions will be held on the following dates in BA 221. Assignment due dates are also listed below. *****

Aug. 27	Review syllabus; Introductory & review activities	Submit intern/resident information form.
Sept. 10	Practice TExES for those who have not already taken it. (There is a \$20 fee.) Regular seminar for those who have (location TBA).	More information will be shared about this in seminar.
Sept. 24	Develop and/or review TExES action plans; Campus resources; Working with ed. aides; Effective classroom management	Group presentations.
Oct. 8	Resident lesson share; Etc.	Comparative self-evaluations due; Lesson share materials due.
Oct. 15	Assistive technology; Collaboration strategies and tools, Etc.	Submit "Best Advice" assignment.
Oct. 29	Differentiated instruction; Discussion of case studies; Etc.	
Nov. 26	ARD observations reported; Quick quiz	Portfolios due (include ARD report and case study report in portfolio). Quick quiz.
Dec. 3	Quick quiz reviewed; Portfolios returned; Exit survey administered; A look back and forward completed	"Best advice" share.

All-level – SpEd 472

Required Assignments:

- Access, download & review a copy of the updated *special education standards* & the *test framework for the 161 TExES*. (Also, check to see if your district has a SPED handbook). Plan to bring these documents to each seminar this semester.
- Group Presentation – The SPED 472 residents will be responsible for making a presentation on “Issues of Transition.” Think of this assignment as a *staff development session* you might attend in your public school setting. Plan for 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, but it is reasonable to expect that those contributions may vary greatly. Additional details will be provided in seminar. 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. 8, 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.
- Lesson Sharing – On Oct. 8, you will need to briefly share a lesson that you have delivered. In your sharing be sure to address the following areas: 1) A brief description of the students (grade level, learning strengths and challenges); 2) IEP/ TEKS objective(s) covered by the lesson; 3) Lesson cycle steps (including specific strategies, modifications and accommodations used to teach skills); 4) Evaluation methods used; and 5) Your reflections on the lesson’s effectiveness. *Submit a copy of your lesson plan, along with any activity pages used in delivering your lesson to the instructor.*
- “Best Advice.” Interview your mentor teachers using the interview guide supplied in seminar. Plan to submit your interview report in seminar on Oct. 15. This information will be shared in seminar on Dec. 3.
- Case Study: Select a student experiencing difficulty as the subject of your case study. Develop a case study report addressing the areas listed in the outline that will be provided in seminar. Include your case study report and supporting documents in your portfolio on Nov. 26.
- 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?
 - 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?Include your ARD report in your portfolio on Nov. 26.
- 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.
- SPED 472 residents must complete assignments associated with your SED seminar. Include a copy of your SED *syllabus* in your portfolio. Submit your assignments to the seminar instructor or liaison as directed in your syllabus. Your liaison will be contacted for input regarding your 472 grade.

The Portfolio:

All assignments (graded and ungraded) should be included in the portfolio submitted for review on Nov. 26. 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 points	Exceptional
B--	80-89 points	Acceptable
C--	70-79 points	Needs Improvement
D--	60-69 points	Unacceptable
F--	below 60 points	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: All-level SPED – SpEd 472

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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.*

Required Assignments:	Possible Points:	Points Earned:
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- | | | |
|--|----|-------|
| • Copy of Special Education Standards and Test Framework
(Also include a copy of your Practice Test Results & Action Plan) | 5 | _____ |
| • Group Presentation | 15 | _____ |
| • Comparative Self-Evaluation of Lesson Taught | 10 | _____ |
| • Lesson Share | 10 | _____ |
| • Best Advice Share | 5 | _____ |
| • Case Study Report | 20 | _____ |
| • ARD Attendance | 5 | _____ |
| • Quick Quiz | 10 | _____ |
| • SED Seminar Assignments Completed | 20 | _____ |

Number of absences: _____

Number of tardies: _____

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

Input from field: _____

Practice Test Score: _____

Total Points Earned: _____

Comments:

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