Spring, 2013 -- SpEd 466 -- Practicum: Students with Special Needs

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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.


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.
Seminars:
SPED 466 will be delivered using a web-enhanced format. Four (4) face-to-face sessions will be held in BA 106 on the following dates. Online assignments will be outlined in the eCollege shell for the weeks we do not meet. Mark your calendars to be present in BA 106 on January 14, February 4, March 4, and April 8. Seminars will begin at 4:30 on those dates.

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 face-to-face seminar this semester.
- Complete campus survey (format and due date will be provided in the eCollege shell).
- Complete comparative self-evaluation (format and due date will be provided in the eCollege shell).
- Create/compile a resource presentation (format and due date will be provided in the eCollege shell).
- Complete two (2) classroom observations in 2 different *special education settings* (format and due date will be provided in the eCollege shell).
- Review a student’s I.E.P. From that I.E.P. develop and teach a minimum of 2 lessons to this student (details and due date provided in the eCollege shell).
- Observe at least one ARD (details and due date provided in the eCollege shell).
- Take Quick Quiz. (available in the eCollege shell).

**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)

**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/listed 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 scheduled 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/or late arrivals and provide confirmation of the reason for being absent or tardy (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. Plan ahead to ensure you are present when seminars begin at 4:30. Students will be responsible for recording late arrivals and the amount of seminar time missed as a result. This also applies if a student leaves seminar early for any reason. Unexcused tardies will lead to a deduction in the total points earned for the semester.*

- You will need to arrange for child-care for your children on seminar dates. Children cannot be brought to seminar meetings.
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

Required Assignments:

- 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
- Resource 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/amount of seminar time missed: ___/___
Make-up work completed? Yes   No   NA    Make-up work completed? Yes   No   NA
If no, number of points deducted:____    If no, number of points deducted:____
Practice Test Score:____________
Supply the name, email address, and telephone number of your university liaison:
Input from field:____________
Total Points Earned:_______  - Points Deducted:____    =  Final Point Total ______
Comments: