[EC-6/SPED & SPED AIDE] SpEd 470 -- Methods & Materials: Students with Special Needs
Spring 2013

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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.

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.

Seminars:

SPED 470 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 18**, **March 18**, and **April 29**. Seminars will begin at 4:30 on those dates.

Required Assignments:

(Format, details, and due dates for the following assignments will be provided in the eCollege shell.)

- 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.
- Create/compile a Resource Presentation.
- Complete a Comparative Self-evaluation.
- Share a lesson delivered in the field.
- Gather your mentor's "Best Advice."
- Complete a Case Study.
- Observe at least one ARD.
- Take a Quick Quiz.
- SPED residents must complete assignments associated with your ElEd seminar [SPED 480 or ELED 414 & 415].

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 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 RUBRIC: Residents – SpEd 470

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:	**Possible Points**:	**Points Earned**:
• Copy of Special Education Standards ***and*** Test Framework (Also include a copy of your Practice Test Results & Action Plan)	5	_____
• Resource 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	_____
• ElEd Seminar (or Alternate) Assignments	20	_____

Number of absences: ____

Make-up work completed? Yes No NA

If no, number of points deducted:____

Number of tardies/amount of seminar time missed: ___/___

Make-up work completed? Yes No NA

If no, number of points deducted:____

Practice Test Score:_____

Input from field:_____

Total Points Earned:_____ - Points Deducted:_____ = Final Point Total _____

Comments:

Supply the name of your SpEd 480 or ElEd 414 and 415 instructor(s):

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