

**SPED 387: Learning Disabilities Practicum (2 credits)****Fall 2018-On Campus**

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Hours of Availability: Mon. 10-12, Tues. 9-11, Thurs. 11-12 & by appointment
Learning Management System (LMS) used for this Course: Blackboard Learn

Course Description:

The practicum in learning disabilities is an off-campus, faculty-approved work experience to provide students with the opportunity to apply their newly acquired knowledge and skills in special education while receiving support from a mentor/master teacher. Pre-requisites: SPED 389. Co-requisite: SPED 386. Letter grade. F, S online.

Purpose of the Course: The purpose of the internship is to provide students with an opportunity to combine their theoretical studies in learning disabilities with the practical application of this knowledge in a special education environment. It is an important aspect of the student's academic program since it not only allows the student to apply the knowledge learned in the classroom, but also enables him/her to continue to learn under the supervision of a professional in the field. Teacher candidates are expected to perform their field experience responsibilities with quality and professional dedication. It is also expected that candidates will be an asset to the placement agency or organization and that they will make a significant contribution through their work performance.

Conceptual Framework:

Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

***Note:** *Dr. Anderson will make arrangements for your field placement. You will be notified during the first few weeks of the semester with your cooperating teacher's name and school location.*

Required materials from co-requisite class SPED 386:

Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson.

All handouts and readings from SPED 386: Learning Disabilities

Course Goals aligned with Council for Exceptional Children (CEC) Standards, Mayville State SLO's and INTASC Principles:

- Effectively apply the knowledge acquired in coursework to the classroom/school setting (SLO 1; INTASC 1,2,3,4,5,9,10; CEC 1-10)
- Learn methods of instruction that work best in a particular school setting. (SLO 1,2,3; INTASC 1,2,3,4; CEC 3,4,5)
- Effectively display the professional qualities and dedication required when working with students with special needs. (SLO 3; INTASC 7,9,10; CEC 1,9,10)
- Learn and display flexibility when outside forces determine a change in schedule or instruction. (SLO 1,2; INTASC 3,5,7,8,9; CEC 1,2,3,6,10)
- Experiment with different instructional and management techniques. (SLO 1,2; INTASC 1-7; CEC 3,4,5,7)
- Display enthusiasm and a positive attitude toward the teaching experience in regards to students, parents, colleagues, paraprofessionals, and administrators. (SLO 3; INTASC 7,9,10; CEC 1,9,10)
- Identify supports needed for integration into various program placements (ISCI 2 S3)
- Provide instruction in community-based settings (IGC2 S1 IIC2 S1)
- ISCI 1 K9 Effects of various medications on individuals with exceptionalities
- IGC1 K1 IIC1 K1 Etiology and diagnosis related to various theoretical approaches
- IGC1 K3 IIC1 K3 Etiologies and medical aspects of conditions affecting individuals with exceptionalities
- IGC1 K8 IIC1 K7 Impact disabilities may have on auditory and information processing skills
- IGC1 K9 Impact of exceptionalities on auditory and information processing skills
- IGC1 K10 IIC1 K9 Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities
- IGC1 K11 IIC1 K10 Communication and social interaction alternatives for individuals who are nonspeaking
- IGC1 K12 Typical language development and how that may differ for individuals with learning exceptionalities
- IIC2 K5 Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
- ISCI 4 K5 National, state or provincial, and local accommodations and modifications

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- IGC4 K4 Procedures for early identification of young individuals who may be at risk for exceptionalities
- ISCI 5 K2 Evidence-based practices validated for specific characteristics of learners and settings
- ISCI 5 K3 Augmentative and assistive communication strategies
- IGC5 K1 IIC5 K1 Sources of specialized materials, curricula, and resources for individuals with exceptionalities
- IGC5 K2 Strategies to prepare for and take tests
- IGC5 K3 Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
- IGC5 K5 IIC5 K3 Strategies for integrating student initiated learning experiences into ongoing instruction
- IGC5 K5 IIC5 K3 Strategies for integrating student initiated learning experiences into ongoing instruction
- IGC5 K6 Methods for increasing accuracy and proficiency in math calculations and applications
- IGC5 K7 Methods for guiding individuals in identifying and organizing critical content
- IGC5 K11 Relationships among exceptionalities and reading instruction
- ISCI 7 K1 Models and strategies of consultation and collaboration
- ISCI 7 K2 Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
- ISCI 7 K3 Concerns of families of individuals with exceptionalities and strategies to help address these concerns
- ISCI 7 K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
- Recognize assets and needs of diverse learners (Diversity Goal 1)
- Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner (Diversity Goal 3)
- Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity (Diversity Goal 4)
- Exhibit respect, openness and value of diversity across the spectrum of differences (Diversity Goal 6)
- Demonstrate actions consistent with the belief that all students are valued and can learn (Diversity Goal 7)
- Evaluates technology resources for quality, accuracy, and effectiveness (Technology Goal 2)
- Applies strategies to become a technology-using teacher (Technology Goal 3)
- Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences (Technology Goal 5)
- Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (Technology Goal 6)
- Supports skill development and content knowledge through media and technology (Technology Goal 7)
- Promote learner success with using appropriate technologies for diverse learners (Technology Goal 8)

- Enrich professional practice through effective use of digital tools and resources (Technology Goal 9)

Course Improvements Based on Most Recent Assessment Findings: This course will be assessed in the future and the findings will be reported in this syllabus.

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO's 1, 2, 3 & 4 as part of Bachelor of Science in Education programs. Assignments are listed in the course requirements.

InTASC Model Core Teaching Standards	
1	<i>Learner Development:</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	<i>Assessment:</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<i>Planning for Instruction:</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning & Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership & Collaboration:</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Requirements:**Liability Insurance & Fingerprinting/Background Checks:** (required-no points)

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation).

Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the teacher education program and prior to contact time in clinical settings. Students are required to:

1. Request a fingerprinting packet from the Division of Education by emailing education@mayvillestate.edu or stopping by Office 116C.
2. Complete the fingerprinting process as stated in the obtained packet; and
3. Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required).

Due: Prior to the first student contact time**1.) Contact Time:** (20 pts-16% of final grade)

Fulfill all 60 hours required for the internship. Hours should include direct student/client contact time. Observing the mentoring teacher, collaboration with teachers, parents, and paraprofessionals, observing IEP and assessment meetings, conducting assessments and designing the activities will occur outside the hour requirement. The attached time log must be scanned and submitted on Blackboard at the conclusion of the internship.

Due: December 7

Choose 1 student with a Learning Disability with whom you will be working to carry out the assigned tasks below. All completed assignments will be submitted on Blackboard.

2.) Student Interview: (10 points-8% of final grade)

Have the student complete the appropriate evaluation student interview form for either elementary or secondary from the SPED 386 information handouts (examples available in Blackboard). Upload the completed form to Blackboard.

Due: September 28**3.) Curriculum-based Measurement (CBM) with Written Report:** (45 points-36% of final grade)

Create and administer a curriculum-based measurement appropriate for the student's area of disability (for reading a Cloze, Maze or Oral Reading Probe; for writing a 3-minute probe using CWS; for math an informal math assessment-see the information packet). Scan & upload the completed CBM to Blackboard. Write an assessment report that documents the results of the CBM and provides instructional recommendations (see handouts from SPED 386 and examples in Blackboard). Upload the written report to Blackboard in the drop box. **Due: November 9**

4.) LD Lesson: (50 points-40% of final grade)

With your practicum student whom you are working with, you will teach an LD intervention/strategy-based lesson prepared in SPED 386; this is based on the student's individual needs and IEP goals.

- Submit the completed Lesson Plan
- Your cooperating teacher's written feedback on your lesson, and
- A 1 page reflection on the lesson

The Education Department's special education lesson plan template must be used for this assignment. Submit all 3 documents on Blackboard. A specific assignment sheet will be provided.

Due: November 26

5.) Dispositions Report: (required-not graded)

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. See the guidelines for *Continuance in Teacher Education* in the Mayville State University Catalogue. The cooperating professional you are working with will be asked to complete a Dispositions Report at the conclusion of your practicum. (Submitted via email from Division Administrative Coordinator)

Due: December 10

Instructional Strategies:

- ✓ Cooperative learning
- ✓ Independent study
- ✓ Questioning
- ✓ Direct instruction
- ✓ Discovery learning
- ✓ Reflection

Learning Experiences:

- * Critical analysis
- * Modeling
- * Guided practice
- * Discussions
- * Social learning
- * Problem solving
- * Skill building
- * Professional decision making

Instructional Technologies Utilized in This Course:

- **Blackboard** – MSU's learning management system and virtual class environment
- **Blackboard Instant Messenger** - an instant messaging and voice chat tool that allows students and instructors to communicate and collaborate synchronously online. This tool is available in every course and allows you to chat with the other members of your classes with ease.

Course Grading and Policies:

125-118 points	A 100-94%	99-90	D 79-72%
117-108 points	B 93-87%	89-0	F 71-0%
107-100 points	C 86-80%		

- *Assignments must be submitted at the increments stated.* You will be learning about these tasks in SPED 386 prior to completing them in this practicum. If you would need an extension on an assignment, simply communicate with me in advance since life does happen along the way and our jobs can be quite demanding ☺. For most situations, an extension will be granted, unless

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making this request has become patterned. All assignments must be attempted for an official final grade to be submitted.

- If you receive a grade of *D* or lower on any of the assignments, you may redo the work to improve your score by **1 letter grade**...79% or lower is considered a *D*. You will have approximately *one week to resubmit* the assignment after it is graded and *all original documents must also be resubmitted*.
- The mark of "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.
- Prior to submitting your assignment for grading, it is vital that you review the criteria to ensure not only quantity but quality in your work production. Students are only entitled to good grades when they produce quality work. Simply completing assignments or meeting the quantity requirements only entitles students to earning a minimal amount of points.
- Should students have any questions or concerns about their grades, they are encouraged to visit with the instructor to ask questions and explain their concerns.

Communication:

- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section at least daily.
- When I need to communicate with students individually, I will do so through email on Blackboard, which is linked to whichever account you have set as default through Connect ND. You are responsible for knowing which account this is and for all information that is sent electronically.
- I will check my email and Blackboard Monday-Friday. Should you have an urgent question during the weekend, please feel free to call me at my listed cell phone number. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.

Special Accommodations:

- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- Students who have difficulties in professional writing are encouraged to contact the Writing Center at 788-5240, in the Academic Support Center, or email the Coordinator at erin.kunz@mayvillestate.edu to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

Scholastic Honesty Code:

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means

another person's work and the unacknowledged submission or incorporation of it in one's own work. Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.

NOTE: Statements regarding the issues below are posed under announcements on Blackboard. Look for Important Student Information:

- English Proficiency and other Academic Concerns
- Students with Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights & Privacy Act of 1974 (FERPA)
- The entire Academic Student Learning Outcomes (SLO) document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.

Bibliography:

Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

CEC Revised Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set for EDUC 387

ISCI 1 K2 Similarities and differences among individuals with exceptionalities

ISCI 1 K3 Educational implications of characteristics of various exceptionalities

ISCI 1 K4 Family systems and the role of families in supporting development

ISCI 1 K5 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction

ISCI 1 K7 Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family

ISCI 1 K8 Similarities and differences of individuals with and without exceptionalities

ISCI 1 K10 Effects an exceptional condition(s) can have across an individual's life

ISCI 1 K11 Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development

ISCI 1 K12 Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences

IGC1 K2 IIC1 K2 Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society

IGC1 K3 IIC1 K3 Etiologies and medical aspects of conditions affecting individuals with exceptionalities

IGC1 K4 IIC1 K4 Psychological and social-emotional characteristics of individuals with exceptionalities

IGC1 K5 Common etiologies and the impact of sensory exceptionalities on learning and experience

IGC1 K7 IIC1K6 Complications and implications of medical support services
ISCI 2 K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities
ISCI 2 K5 Social skills needed for educational and other environments
ISCI 2 K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ISCI 2 K9 Ways cultures are negatively stereotyped
IGC2 K1 IIC2 K1 Barriers to accessibility and acceptance of individuals with exceptionalities
IGC2 K2 IIC2 K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities
IGC2 K3 IIC2 K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
IIC2 K4 Specialized health care interventions for individuals with physical and health exceptionalities in educational settings
IIC2 K5 Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities
ISCI 3 K2 Scope and sequences of general and special curricula
ISCI 4 K3 Screening, prereferral, referral, and classification procedures
ISCI 4 K5 National, state or provincial, and local accommodations and modifications
IGC4 K2 IIC4 K2 Laws and policies regarding referral and placement procedures for individuals with exceptionalities
IGC4 K3 IIC4 K3 Types and importance of information concerning individuals with exceptionalities available from families and public agencies
IGC5 K3 Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities
ISCI 6 K3 Relationship of special education to the organization and function of educational agencies
ISCI 6 K4 Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
ISCI 6 K5 Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds
ISCI 6 K7 Family systems and the role of families in the educational process
ISCI 6 K8 Historical points of view and contribution of culturally diverse groups
ISCI 6 K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them
ISCI 6 K11 Personal cultural biases and differences that affect one's teaching
ISCI 6 K12 Importance of the teacher serving as a model for individuals with exceptionalities
ISCI 6 K13 Continuum of lifelong professional development
IGC6 K1 IIC6 K1 Definitions and issues related to the identification of individuals with exceptionalities
IGC6 K5 IIC6 K5 Continuum of placement and services available for individuals with exceptionalities
IGC6 K7 Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
IGC6 K10 IIC6 K9 Sources of unique services, networks, and organizations for individuals with exceptionalities
IGC6 K11 IIC6 K10 Organizations and publications relevant to individuals with exceptionalities

IGC7 K3 IIC7 K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities

IGC1 S1 IIC3 S1 Relate levels of support to the needs of the individual

ISCI 2 S7 Establish and maintain rapport with individuals with and without exceptionalities

ISCI 6 S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities

ISCI 6 S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals

ISCI 6 S8 Use verbal, nonverbal, and written language effectively

ISCI 6 S10 Access information on exceptionalities

ISCI 6 S11 Reflect on one's practice to improve instruction and guide professional growth

ISCI 6 S12 Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues

ISCI 6 S14 Articulate personal philosophy of special education

SPED 387 Field Experience Log

NOTE: You must spend a total of 60 hours with your student/client. The time configuration may vary according to what is being done for each session; you may not use every line below.

Session	Date	Time	Intern's Signature	Supervisor's Signature
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SPED 387 Student Grade Recorder

All components will be evaluated for completeness, thoroughness, accuracy, application of prior course work, and academic writing in relation to the assignment requirements.

Assignment	Due Date	Points Possible	Date Completed	Points Earned
Liability Insurance Documentation	2 weeks after notification	-		-
Student Interview	September 28	10		
CBM with Written Report	November 9	45		
LD Lesson	November 26	50		
Contact Time Signature Log	December 7	20		
Disposition Report	December 10	-		-
Total Points Possible		125		