Vision Statement: Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

The Mission of Western Illinois University’s Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

Instructor
Mrs. Maria Dunstan
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Class Meets
Jan 21, 28, Feb 4,
March 4 & April 8
9:15-10:15 am
42 Horrabin Hall

Office Hours*
91N Horrabin Hall
T & TH 1:30-3:30
*and by appointment

Catalog Description
Clinical experiences in planning, implementation, and assessment of instruction with students with disabilities in the elementary grades. A grade of C or above is required to continue in the major. Prerequisite: Rdg 384; SPED 400, 460.

Course Description and Rationale
Special Education 430 is designed to give the student experience in the planning, implementation, and assessment of instruction with elementary students with disabilities through inclusion or modified curriculum. Duties performed consist of one-to-one tutoring in the classroom, small group instruction, large group instruction, or other activities as assigned by the mentor teacher. The course requires 120 hours of classroom experience and observation. In accordance with the Illinois State Board of Education certification rules, all candidates seeking teacher certification are required to obtain a grade of C or better (C- is not a passing grade) in all directed general education courses, all core courses, and all courses in the option. Prerequisite: RDG 384; SPED 400,460.

Student Rights and Responsibilities
1. Please recognize that a listing of student rights and responsibilities related to academic policies and procedures can be found on the Provost page or at http://wiu.edu/provost/student/
2. In accordance with University policy and the American with Disabilities Act (ADA), academic accommodations may be made. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact DSS at 298-2512, or I would be glad to help you make that contact. All student disability information remains confidential.
3. WIU has a very clear policy on cheating and plagiarism. Please review the policy in the catalog or at http://www.wiu.edu/VPAS/handbook/policies/acdishst.shtml. It will be enforced in this class. Course Objectives
The student will be able to demonstrate his/her ability to:
1. Display effective overall professionalism.
2. Display regard for and respond appropriately to student differences, such as culture, religion, gender, linguistics, sexua orientation, and chronological age.
3. Develop and select resources and materials appropriate for student needs.
4. Adapt method, curriculum, and materials to needs of individuals with disabilities in all environments.
5. Use varied methods and specialized strategies appropriate for individuals with disabilities.
6. Develop appropriate lesson plans that incorporate curriculum and instruction strategies with individual education goals.
8. Gather and utilize evidence of student performance in making instructional decisions.
9. Select, design, and use appropriate technology required to educate individuals with disabilities.
10. Create an environment that promotes learning.
11. Use strategies for group and individual behavior management, crisis prevention, and intervention.

Course Requirements

1. Background Check
   A fingerprint check is required to participate in this course.

2. All assignments must be completed on the computer in MS Word.
   Remember to use spell-check and grammar-check. Keep a copy for yourself.

3. Required hours
   This course requires 120-hours of classroom experience and observation with 90-hours in special education and 30-hours in a regular education classroom. Hours are to be completed Monday through Thursday mornings and all day on Friday. Regular education hours are to be completed at your special education placement site. Please ask your mentor teacher to arrange a classroom placement, which is to be completed at the same time as your special education hours. This can be completed during your mentor teacher’s prep time or if a special education student attends an inclusion class.

4. Attendance
   a. You are beginning to transition from a student to a professional, which requires establishing a positive work ethic.
      Attendance at the practicum site according to your pre-determined schedule is mandatory and absences will not be tolerated. You are at your practicum site as a professional, hence professional behavior of being on time and dependable is expected. Students must attend their field experience as scheduled by the WIU Field Supervisor.
   b. The Center for the Preparation of Education Professionals has a no tolerance policy for students who fail to report to schools/placements as assigned, without prior approved notification. If an emergency arises and an absence cannot be avoided, the teacher candidate is expected to contact the WIU Field Supervisor by phone or e-mail via Western Online AND call the mentor teacher by 8:15 a.m. Documentation of an absence may be required. Students who do not comply with this rule will have their field assignment cancelled and will fail the course. In addition, multiple absences approved or not, will result in the cancellation of the field assignment and failure of the course. In the event of extenuating circumstances, the field supervisor and the director of the Center for the Preparation of Education Professionals may review an unapproved absence at the request of the student.
   c. Attendance at all classes and scheduled meetings is mandatory. Class attendance will be reflected in the field supervisor’s evaluation. Failure to attend a class without an excused and verified absence (doctor’s note, official WIU documentation, etc.) will result in 20 points being deducted from your total points for each class missed, and 10 points will be deducted for arriving late to any class. More than one absence may result in repeating SPED 430. Any person missing a class will be required to make an appointment with the instructor to make-up the class.

5. Western Online is the companion component to this course. You are required to login to Western Online at https://westernonline.wiu.edu each and every day. This will allow you to complete your course assignments, access resources for this course, and communicate with the instructor and other members of the class. Use Western Online to communicate with your WIU field supervisor; do not use Zimbra.

6. WIU E-mail - The use of your WIU e-mail account is required for all communications with your mentor teacher or other professionals.

7. Confirmation Sheet – 10-points for following directions
   Complete top portion of Confirmation Sheet and have mentor teacher complete bottom portion
   Make two copies, keeping one copy for you and give the other to your mentor teacher
   Turn in completed original Confirmation Sheet to HH 91 during first week at practicum site.
   Confirmation Sheet is available on Western Online under Resources
   Failure to turn in form in appropriate time frame will result in deduction of points on final evaluation
8. Practicum Schedule – 10-points for following directions
Send an e-mail message to the WIU Field Supervisor verifying your schedule at your practicum site and include the following (example in italics):

- Name: Mary Jones; Site: Jolly School; Mentor Teacher: Mrs. Happy
- Start date: Feb 7, 2011; Anticipated end date: April 22, 2011 (Consult school calendar)
- Days of the week & Times: M-Th 8-11 AM & 8-3 PM Friday

**Send Practicum Schedule to WIU Field Supervisor via Western Online, during the first week at practicum site.**

Space out your hours (15-20 hours per week) and schedule at least 3-4 full days at the site.

Failure to submit schedule in appropriate time frame will result in point reduction on final evaluation.

9. Time Logs – 20-points for following directions
Submit three time logs, which must be signed and dated by your mentor teacher.
Submit a (1) mid-term and (2) final time log for your special education hours.
Mid-term time log is to be turned in **within 7-days, not school days, after the completion of 45 special education hours.** Also, remind your mentor teacher to complete your mid-term evaluation.
Submit a (3) third time log for your regular education hours.
Final time log and regular education time log are to be turned in **no later than 7-days, not school days, after completing your practicum.**

Time logs are available on Western Online under Resources.
Failure to follow all directions will result in a deduction of points on final evaluation.

10. Eight-Day Unit
You are to prepare and teach an eight-day unit. Spelling lessons are not acceptable. Please see SPED 420 Syllabus. Discuss your unit with your mentor teacher prior to writing it. **ONE WEEK PRIOR TO TEACHING your unit, you must GIVE a copy of your UNIT lesson plans to your MENTOR TEACHER.**

**Teaching Responsibilities**

- a. At all times you are required to wear your student ID on a lanyard at your practicum site. A lanyard may be picked up for no cost at HH 69.
- b. Each and every time you are at your practicum site, you are required to **sign in and out** at the school office. This is a course requirement.
- c. This is a hands-on observation. Under the guidance of your mentor teacher, you are to assist in the learning environment. You are to be active at all times and not merely observing. This may include teaching from your mentor’s lesson plans or constructing additional lesson plans as per your mentor’s request. At no time are you to conduct personal business when attending your practicum, which includes, but is not limited to, writing journal entries, working on course material, or using e-mail.
- d. WIU students are not allowed to engage in restraint of students at your practicum site.
- e. As per your SPED 420 requirements, you are to teach an eight-day unit to three or more students. Again, spelling lessons are not acceptable. Use technology in your teaching and indicate this in your lesson plan or plans. Technology can include, but is not limited to, an overhead, videotapes, digital videodiscs, CD-ROM, a SMARTboard, computer-assisted instruction using computer software, the Internet, distance education, or assistive technology.

**Observation** - When you have submitted your 8-day unit lesson plan to your SPED 420 professor for approval, choose a formal observation date and time, and a back-up date and time with the approval of your mentor teacher. E-mail the WIU Field Supervisor with the suggested dates using Western Online at **least two to three weeks prior to the date.** Observation dates and times will be on a first-come-first-served basis; therefore a two to three-week lead-time does not guarantee a date and time confirmation. Coordinating your observation day with others in your building will help. Observation of a lesson from approved 8-day unit is preferred.

**Pre-Observation Conference** - Once you have a confirmation of your formal observation, please **sign-up** for a pre-observation conference on the sign-up sheet posted in HH 91. On the day of your pre-conference, please bring a copy of your completed lesson plan for the observation day. Observation of a lesson from approved 8-day unit is preferred; however, if that is not possible the lesson plan submitted for observation must follow the same format as the approved unit format. Observations will not take place without a pre-observation conference.
Mentor Teacher – Ask mentor teacher to be present during observation.

Post-Observation Conference - Please make arrangements with your mentor teacher for post-observation conferences. The post observation conferences include a separate meeting with you and your mentor teacher on the day of your observation. Please secure a place for the conferences.

12. Weekly Journal Reflections – 100 pts. One per week during practicum
Beginning the first week of your practicum, you are required to keep a weekly electronic journal, which is to be posted on Western Online under Assignments.
You are to post an entry each week by Sunday midnight, not every 5 days, but each week even if you only attend the practicum site one or two days that week.
When posting your journal entries, title each in the subject area with the week number and dates covered (i.e. Week 1 – Feb 7, 8, 9, 10). Your Time Logs and journal entries should match. At the top of your journal entry, develop a consistent format that includes your name, school, grade level, mentor teacher, and the topic(s) you are covering.
Write a reflection for each week you are in your practicum classroom, whether it is the special education or the regular education class. Indicate in your last entry that your practicum experience has been completed.

Your journals are not merely a recounting of your experience, but a reflection of the many aspects of education. Refer to the Journal Topics located on Western Online under Resources.
Write your journal entries in paragraph form with proper grammar and spelling.
   o Paragraph 1 - Description: Look back at something that happened (often an event, but could also be an idea or object)
     What happened? What is being examined?
   o Paragraph 2 - Interpretation: Analyze/Interpret the event or idea (thinking in depth and from different perspectives, and trying to explain). What is most important/interesting/useful/relevant about the object, event or idea? How is this alike or different from other events or experiences you have had?
   o Paragraph 3 - Outcome: Think carefully about what the event or idea means for you as a learner and future teacher.
     What have you learned from this? How does this apply to your future?
   o Paragraph 4 – Weekly Mentor Feedback: Write a brief paragraph about feedback received from your mentor teacher, and this may or may not relate to the journal topic(s) above. What was discussed? What did you learn? What would you do differently?
Keep a copy for yourself since you may choose to use your reflections in your portfolio.
Do not use student names or pictures.
Failure to follow directions will result in a reduction of points on your final evaluation and a zero will be earned for each missed or late posting.

Using the Final Paper Observation Topics located on Western Online ➔ Assignments ➔ Final Paper. You will write a paragraph on each topic comparing/contrasting your special education and general education classroom experiences.
At the top of the paper, remember to put your name and identify the school and grade. Papers are to be written in a professional manner with proper punctuation, correct spelling, verb tense, a beginning paragraph and an ending paragraph (13 total paragraphs). Do not use student names.
Submit your paper using a MS Word document only and save the file with your last name and assignment title (i.e. Smith_Final Paper). The paper must be completed on the computer in MS Word and submitted as an attachment under Western Online ➔ Assignments ➔ Final Paper ➔. Do not e-mail your paper. Remember to use spell-check and grammar-check.
The paper is due 7-days, not school days, following the completion of your practicum hours. Late assignments will earn a zero.

14. Mentor Teacher Checklists – 50 pts., plus 10 pts. for following directions
Your mentor teacher will use a checklist to evaluate your performance during at least two of the lessons you teach.
The mentor checklist is located on Western Online under Resources for you to print.
Ask your mentor teacher to review the checklist with you. This will help to build your confidence in areas in which you excel and allow you to improve in other areas. The completed checklists are due no later than 7-days, not school days, after completing your practicum.
15. Mentor Teacher Evaluations – 100 pts.
Your mentor teacher will complete a mid-term evaluation after you have completed 45 special education hours and a final evaluation after the completion of your practicum.
The evaluations are located on Western Online under Resources.
Please remind your mentor teacher to complete your mid-term evaluation when you are approaching your mid-term/45 special education hours and your final evaluation during the last week of your experience.
It is your responsibility to make sure the mid-term and final evaluations are completed. Ask your teacher to go over them with you in order to assess your strengths and areas for improvement.
Submit the mid-term evaluation no later than 7 days, not school days, after you have completed 45 SPED hours and the final evaluation no later than 7 days, not school days, after completing your total practicum hours.

At the end of the semester, your supervisor will evaluate your entire performance as laid out in the syllabus, including following all requirements. The evaluation is based on the WIU Teacher Candidate Dispositions, which include collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, and responsibility.

17. The WIU Special Education faculty approved the following statement as policy.
If a practicum (any field experience in a school or alternative educational placement) is judged to be less than satisfactorily completed, no more than a “D” can be earned in the class regardless of points gained through completion of assignments. Deductions may also be taken for unprofessional, unethical, or irresponsible conduct that occurs in and/or outside the school/classroom setting, as defined in the WIU TEP Dispositions and TEP policy (See the TEP handbook). In the event of failure to earn a “C” or better in a field experience, the field experience will be repeated prior to enrollment in the next sequential field. The field experience will not be repeated in the same location. A field experience will not be repeated if the reason for failure was due to unprofessional conduct that resulted in the student’s removal from the placement at the request of the mentor teacher or principal. In that event, the student may continue in the Special Education program only after an appeal to the Department Selection and Retention Committee.
Note: A grade of “C-” is below a “C”. Therefore, a student must earn a grade of “C” or better (not C-) in a field experience.
**Grading:**
A grade of C (not C-) Points or higher is required to satisfactorily complete the course.

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<th>Assignments</th>
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