SPED 460 – Fieldwork in Special Education (1 Credit)
Spring 2011
Arranged Class

**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
8:00-9:00 am
42 Horrabin Hall

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

**Catalog Description**
Experience in the planning, implementation, and assessment of developmentally appropriate instruction of students with disabilities in different settings. A grade of C or above is required to continue in major. Prerequisite: SPED 370.

**Course Description and Rationale**
Special Education 460 is designed to give the student experience in the planning, implementation, and assessment of developmentally appropriate instruction of students with disabilities in different settings. Duties performed consist of one-to-one tutoring in the classroom, small group instruction, and large group instruction. This 40-hour experience can take place in a variety of settings such as traditional special education programs in the public schools, rehabilitation centers working with adolescents, special needs camps with instructional programs, preschools, and alternative schools or programs or other activities as assigned by the mentor teacher. This is not an observation course but a chance to be with children in an alternative setting. The minimum of 40 hours is to be completed on a voluntary basis and is not a paid position. The students you work with must be between ages 0 and 21. 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: SPED 370.

**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/](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](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. Identify, use, and evaluate appropriate reinforcers to enhance learning and motivation. (CC5R)
2. Use strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual’s physical, sensory, and/or behavioral needs. (CC5S)
3. Facilitate learning experiences that develop social skills. (CC6E)
4. Demonstrate positive regard for the culture, religion, gender and sexual orientation of individual students and their families. (CC8G)
5. Reflect on ones practice to improve instruction and guide professional growth. (CC0D).

Course Requirements
1. All assignments must be completed on the computer in MS Word.

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

3. Required hours
   SPED 460 requires 40 hours of classroom experience and hands-on observation.

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 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 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 may have their field assignment cancelled and 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 the total points, and 10 points will be deducted for arriving late to class. More than one absence may result in repeating SPED 460. Any person missing a class will be required to make an appointment with the instructor to make-up the class.

5. Western Online
   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
8. Practicum Schedule – 10 points for following directions

Send an e-mail message through Western Online 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 1, 2011; Anticipated end date: April 14, 2011 (Consult school calendar)
- Days of the week & Times: M, W, F; 8-11 AM

Send Practicum Schedule to WIU Field Supervisor via Western Online, during the first week at practicum site. Failure to submit schedule in appropriate time frame will result in point reduction on final evaluation.

9. Teaching Responsibilities

a. At all times you are required to wear your student ID on a lanyard at your practicum site. Lanyards are available in HH 69 at no cost.

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. At no time are you to conduct personal business when attending your practicum, which includes, but is not limited to, 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 460 requirements, you are to teach two self-constructed activities.

10. Reflections – 24 points each (due dates below)

You will be presented with two (2) guided reflection questions located on Western Online. Detailed guidelines are on Western Online under Assignments.

Reflection 1: Goal Setting

- Paragraph 1 (Intro) - think of 5 goals or outcomes that you would like to focus and work on during 460 Practicum.
- Paragraphs 2-6 - for each goal, write at least one paragraph on why the goal is relevant to you, why you chose to place it on your list, and how it relates to teaching.
- Paragraph 7 (Closing) - which goal is most important to you and why.

Reflection 2: How did you do?

- Write at least one paragraph on each goal using the questions from the Reflection 2 assignment guidelines. Also, refer to the Reflection Rubric.
- Personalize each paragraph by providing specific examples.
- Write introductory and closing paragraphs.
- Write at least 7 paragraphs (reflect on 5 goals plus intro and closing paragraphs)

Reflections are to be written in a professional manner with proper punctuation, correct spelling, and your name. Submit your reflections using a MS Word document only and save the file with your last name and assignment title (i.e. Smith_Reflection1). Your reflections are to be submitted, as an attachment on Western Online under the appropriate assignment, do not e-mail your reflections.

Reflection One (1) due on or before February 6, 2011
Reflection Two (2) due on or before April 17, 2011

Failure to follow directions will result in a reduction of points on your final evaluation and a zero will be earned for missing or late assignments.

11. Teaching Activities – 24 points each (due dates below)

Self-construct and implement two (2) teaching activities that have been approved by your mentor teacher. If possible, one activity should be for small group and one for larger group instruction.

Activities are to be submitted to Western Online prior to teaching the activity. This will allow for feedback prior to
Download the Activity Summary located on Western Online under Assignments ➔ Teaching Activities. Complete each section, save the completed document using your last name and assignment title (i.e. Smith_Activity1.doc), and submit it as an attachment on Western Online under the appropriate assignment, do not e-mail your activity.

Use the Activity Rubric located on Western Online under Teaching Activities to guide constructing your teaching activity.

Teaching Activity One (1) due on or before February 20, 2011
Teaching Activity Two (2) due on or before March 27, 2011

Failure to follow directions will result in a reduction of points on your final evaluation and late or missing assignments will earn a zero.

12. Self-Critiques – 24 points each (due dates below)
Following teaching each activity (2), you will write a self-critique of your activity.
You will be graded on how well you critique your activities, not on how well your activity was received by students.

Go to Western Online ➔ Assignments ➔ Self-Critique and click on the appropriate critique. Download the Self-Critique Guide attachment under instruction and use the suggestions on the Self-Critique Guide to direct your response.
Double-space using Times or Times New Roman in 12-point font in MS Word format.
Save the completed document using your last name and assignment title (i.e. Smith_Critique1), and submit it as an attachment on Western Online under the appropriate assignment, do not e-mail your critique.
There is no required length, but it should be long enough to cover many of the points suggested. Less than one-page is not acceptable.
Write in narrative (paragraph) form. You are telling a story about your teaching experiences. You describe, reflect, make and support points, give detail, use vivid verbs, relate to your own educational background, and write in a lively manner.
Do not use bullets or Lists!
Include introductory and closing paragraphs and your name.
Use proper punctuation, spelling, grammar, and syntax.
Use the self-critique rubric located on Western Online under Self-Critique to guide your responses. Late assignments will earn a zero.
Self-Critique One due on or before March 20, 2011
Self-Critique Two due on or before April 10, 2011
Failure to follow directions will result in a reduction of points on your final evaluation and late or missing assignments will earn a zero.

13. Time Log – 10 points for following directions
Time log must be signed and dated by your mentor teacher.
Submit no later than 7-days, not school days, after completing your practicum.
The time log is located on Western Online under Resources.
Failure to follow all directions will result in a deduction of points on final evaluation.

14. Mentor Teacher Checklists – 10 points each
You mentor teacher will use a checklist to evaluate your performance for each activity.
The mentor checklist is located on Western Online under Resources for you to print.
It is your responsibility to submit the completed checklists no later than 7-days, not school days, after completing your practicum.
Ask your teacher to go over the checklists with you in order to assess your strengths and areas for improvement.
Failure to follow directions will result in reduction of points on your final evaluation.

15. Mentor Teacher Evaluation – 100 points
The Mentor Teacher Final Evaluation is located on Western Online under Resources.
Please remind your mentor teacher to complete it during the last week of your experience.
It is your responsibility to make sure the evaluation is completed prior to leaving your practicum site.
Ask your teacher to go over the evaluation with you in order to assess your strengths and areas for improvement.

16. **Supervisor Final Evaluation – 100 points**

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. A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). Disposition checklist: http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf. 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 or higher (not C-) is required to satisfactorily complete the course.**

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