

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education



Spring Semester 2010
Course: SPED 476:
Professional Practices in Special Education
Meeting: Th: 5:00-6:30; HSS 202

Instructor: Rose Battalio Ph.D.
email: battalrl@uwec.edu
Office hours by appt.

Overview

This course provides a capstone experience in Special Education where graduating students organize and synthesize information from previous coursework within the context of intensive field experience. The seminar provides a forum for students to apply their knowledge and critical thinking skills, to make connections between their placements and current research, and formulate their role within the parameters of collaborative leadership.

Course Objectives

1. Apply knowledge and critical thinking skills to solve instructional and behavioral problems. (WTS 1, 4, 5, 7, 9 and CL)
2. Examine the role of a collaborative leader with respect to engaging in professional communication, to exploring challenges in the role of consultant, and to managing relationships with school personnel (such as, paraprofessionals, school psychologists, other teachers) (WTS 6, 9, 10, and CL)
3. Use current research to make informed decisions about classroom practice and educational reform movements (such as, RtI, co-teaching practices). (WTS 1 and 9)
4. Demonstrate professionalism at the management level through activities that focus on entry into field (Gate 3 presentation, mock interviews, PDP). (WTS 1, 6, 9 and CL)

CL = Activities that support the development of Collaborative Leadership skills

UWEC Liberal Education Learning Goals:

. For each goal, several artifacts have been listed that may be used for your portfolio.

Knowledge of Human Culture and the Natural World: will demonstrate a depth of knowledge about human culture and/or the natural world. (Reflection, Problem Solving)

Creative and Critical Thinking: will develop creative thinking skills that include creative expression and/or creative approaches to problem solving. (PDP, Reflection, Problem Solving)

Effective Communication: will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts. (Presentation, Problem Solving, chapter discussion)

Individual and Social Responsibility: will develop skills and values for ethical reasoning and life-long learning and will connect their knowledge and skills to social and civic contexts. (Presentation, Problem Solving, chapter discussion)

Respect for Diversity among People: will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Behavior Plan, Abstracts, Observation Activity)

Definition of Collaborative Leadership

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Outline

January 22	First Student Teaching Seminar Introduction, syllabus review PDP
February 4	<i>PDP development and assignment- Bring Gate 2 review</i> Positive interactions-audio taping activity
February 18	Conflict Resolution techniques (Peer to peer, teacher to student, teacher to teacher) Refer to <i>Reference Manual from SPED 306</i> Problem Solving Activity Form--Come with define problem
March 4	Mandates and Laws (Bring Plain Language manual SPED 402) Problem Solving activity reporting/ due PDP sharing: Bring completed form Standard given out for reflection
March 18	Mock Interviews Read chapter 6 and identify at least 3 ideas/concepts that you found useful Johns, B. H., McGrath, M.Z., & Mathur, S. R. (2006). <i>Surviving the internal politics within the school.</i>
April 9	(<i>Second Field Experience Seminar</i>) Certification information and PDP process (Jill Prushiek) Inclusive Practices Parent Communication & Confidentiality Working with Paraprofessionals (<i>Bring examples</i>)

April 15 **Electronic draft of Gate 3 Standard reflection due (peer discussion)**
Portfolio Review

May 1 1st and 2nd year teachers “Real Life”!!!
(Saturday) Department Exam
9:00 -12:00 PDP sharing

Electronic reflection of 1st and 2nd year teachers “Real Life!!!” due May 14

May 20 Gate 3 presentation

Course Requirements

1. Attend, participate, and demonstrate professional conduct in the scheduled seminars. (5 pts per Class, Saturday morning worth 10 points) (Total **45 points**)
2. On **February 18th**:
 - Bring one problems/challenges to share and work through with group. You will be responsible to fill out the problem solving form and report/reflect on success. (**10 points** for completed write-up)
 - Revisit your SPED 306 binder and come with three techniques/ideas that you can implement your current classroom. (**5 points**)
3. On **February 4th** bring your review sheet from Gate 2. You will write a practice PDP and use the review from Gate 2 to formulate a PDP plan. Be prepared to share your PDP on **March 4th** (rough draft) and on **May 1st** (finished product with evidence). (**10 points**)
4. On **March 18th** bring in written form at least 3 ideas/concepts from the chapter about the internal politics of schools that you found useful. (**5 points**)
5. Second part of Gate 3 process:
 1. Provide a reflection on a selected standard. This reflection will be no more than 2 pages. It should describe the following: (**Draft is due April 15th**) (**30 points**)
 - a. The description of the standard
 - b. How and why your artifact fits your selected standard
 - c. How and why your artifact fits the standard of collaborative leadership.
 - d. How you have grown in the standard of collaborative leadership (rubric).
 - e. How does the artifact demonstrate your growth throughout your education at UWEC
 - f. How does the artifact demonstrate your students’ learning
6. On **May 20th**, you will participate in a professional presentation of your selected standard. During this presentation you should:
 - Explain your interpretation of the standard.
 - Explain your growth within this standard and collaborative leadership.
 - Provide a rationale of why your selected artifact demonstrates this growth.
 - Provide evidence of student learning based on this standard.

7. Write a one-page summary “Meeting with teachers”. What did I learn? What makes me nervous? What do I feel better about? Due on **May 14th**. (5 points)

Grading Criteria

A 94+ A- 92-93 B+ 89-91 B 85-88 B- 83-84 C+ 80-82 C 75-79 C- 73-74

Attendance Policy

You are expected to attend all class sessions and actively participate in class. Illness must be verified by a doctor’s excuse or the Associate Dean of students to be considered as an excused absence.

Consultation prior to class concerning attendance at 1 scheduled Parent - Teacher conference is required.

The instructor reserves the right to change requirements or course outline as deemed necessary.