

COURSE SYLLABUS
Purdue University
Department of Educational Studies
Special Education
Fall, 2007

EDPS 461

Practicum in Strategies for Teaching Individuals with Disabilities
Mild Intervention: Elementary and Secondary

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Office hours: Monday mornings, 10:00 – 12:00 or by appointment

Class Meeting: Monday 12:30 – 1:20 / BRNG B212
 Wednesday 8:30 – 12:20 or arranged / Practicum site

Catalog Description

Sem. 1, cr.1-3. Prerequisite: EDPS 260, 261,361,363 or 367, 364, 460. Practicum experience in assessment and teaching of individuals with disabilities. Experiences in design, delivery, implementation, and evaluation of instruction.

Course Description

Provides direct practical experience in assessment and teaching of individuals with special needs. Applications of the instructional strategies covered in previous coursework will be undertaken. Experience in the design, delivery, implementation and evaluation of instruction will occur throughout the course.

Text

Student Teaching and Field Experiences Handbook, sixth edition. Roe, Ross and Smith
www.prenhall.com/roe

Student disability services

If you have a documented disability and anticipate the need for accommodations in this course, please make an appointment with the instructor during the first two weeks of classes to discuss specific accommodations.

Academic Honesty

Purdue University expects the highest standards of academic integrity from their students. Students are expected to become familiar with Purdue's policy on academic honesty by consulting the on-line brochure provided by Purdue's Office of the Dean of Students (URL: <http://www.purdue.edu/odos/osrr/integrity.htm>) and the brochure entitled "Academic Integrity: A Guide for Students," published by the Office of the Dean of Students in conjunction with Purdue Student Government and available through the Office of the Dean of Students.

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about any necessary changes in this course please contact me using the information on the first page of this syllabi.

Evaluations

Students will be evaluated on the following:

1. Class attendance and participation (15 points)
2. Practicum attendance and participation (20 points)
3. Book review and classroom adaptations (10 points)
4. Resume (5 points)
5. Classroom Behavior Management Plan (3 points)
6. Case Study project (10 points)
7. I.E.P. resources (2 points)
8. Volunteer Observation (5 points)
9. Lesson Plan (10 points)
10. Self-evaluation forms/Weekly journals (10 points)
11. Portfolio (10 points)

100 available points

Grading Criteria

Semester grades will be determined using the following grading scale:

- A = 93% and above (93-100 points)
- B = 85% - 92% (85-92 points)
- C = 77% - 84% (77-84 points)
- D = 69% - 76% (69-76 points)
- F = 68% and below (68 points or less)

Attendance and Professionalism

Students are required to attend all scheduled classes and complete 24/36/48 hours of observation/ participation at their assigned practicum site depending upon the number of hours of credit that they will be receiving. (1 cr.= 24 hrs. of practicum, 3 cr.= 48 hrs of practicum). Students are expected to participate in all class discussions. Students are expected to act in a professional manner in their practicum site i.e. dress appropriately, arrive on time, practice confidentiality and respect students, teachers and staff. **If a student is unable to attend a practicum session, he/she must notify the cooperating teacher and course instructor immediately.**

INTASC Principles

Interstate New Teacher Assessment and Support Consortium (INTASC) Model standards for Beginning Teachers

During your experience in EDPS 461 this semester, you will have opportunities to develop knowledge, performance and disposition standards addressed in all of the following INTASC principles:

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning , and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

CEC Knowledge and Skill Standards

CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums (most closely aligns with a Mild/Moderate licensure framework)

All 10 CEC Knowledge and Skills Standards will be addressed throughout the semester in EDPS 461. These standards may be found at <http://web.ics.purdue.edu/~stemplin/cec.htm>

E-Portfolio

Students in EDPS 461 will continue to develop their e-portfolio throughout this semester. The book report with accompanying classroom adaptations is the artifact that has been chosen to represent this course.

Course Calendar

August 20th	Introduction and course description	ASSIGN: Chapter 1 Book report/adaptations Appreciation letter
August 27th	Professional behavior Getting Ready	ASSIGN: Chapter 2 DUE: Copy of Appreciation letter
September 3rd	<i>Labor Day</i> <i>NO CLASS</i>	Due: Letter of Introduction (e-mail draft to me by Wed. 9/5)
September 10th	Book Discussion Communication/Consultation/Collaboration Practicum sites finalized	DUE: BOOK REPORT Assign: Chapter 9 Abuse and Neglect article
September 17th	Problem solving/Resources Abuse and Neglect issues	ASSIGN: Case Study Project Classroom BMP
September 24th	Description of Practicum setting Diversity	ASSIGN: Chapter 8 Volunteer Observation Resume (CH. 10)
October 1st	Teaching Strategies/Motivation	ASSIGN: Chapter 10 DUE: RESUME

October 8th	<i>October Break - Enjoy</i>	
October 15th	Employment Issues	ASSIGN: Lesson Plan
October 22nd	Case Study	ASSIGN: Chapters 3 DUE: CASE STUDY
October 29th	Classroom Management Plan	DUE: CLASS BMP ASSIGN: Resources for writing I.E.P.s/attending conferences
November 5 th	IEPs / case conferences	ASSIGN: Chapter 4 DUE: I.E.P./ CONFERENCE RESOURCES VOLUNTEER OBSERVATION
November 12 th	Student Teaching Orientation – <i>for Spring Student Teachers ONLY</i> (OFE mandatory orientation for student teachers is Wednesday, Nov. 14 th)	
November 19th	Lesson Plan	DUE: LESSON PLAN TAPE AND CRITIQUE
November 26 th	Guest Speaker	DUE: PORTFOLIO
December 3rd	Concerns from the classroom “Show and Tell”	

Portfolios will include

1. Teacher appreciation letter
2. Introduction and Thank you letters to cooperating teacher
3. A record of the days/times you attended your practicum site
4. Evaluations from your cooperating teacher
5. Book Report
6. Resume
7. Case Study project
8. Behavior Management Plan (from your classroom)
9. I.E.P./ Case Conference resources
10. Volunteer observation
11. Lesson Plan (written, audio tape and critique)
12. Synthesis of the course (2 copies)
13. Weekly self-evaluations and journals

You do not
need to include
“clean” copies

**PLEASE ORGANIZE
YOUR
PORTFOLIO USING
“TABS” for each area**

Council for Exceptional Children (C.E.C.)

Extra credit points may be earned by attending CEC meetings this semester. Two (2) points may be earned for each meeting you attend. Verification of attendance will be a brief written overview of the meeting which should be turned in to the instructor no later than 10 days after the scheduled meeting.