



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction and Special Education Course Syllabus

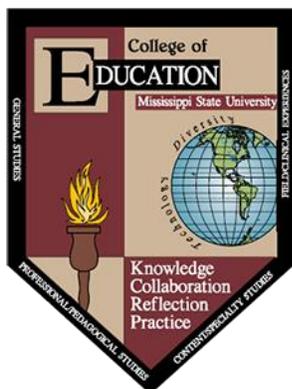
EDX 4873 Professional Seminar in Special Education

Credit Hours: Three (3) semester hours

Method of Instruction: Lecture

Catalog Description: (Prerequisites: Admission to Teacher Education and senior standing). A seminar dealing with legal, professional, administrative, and curriculum issues as they relate to special education in the schools.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

This seminar class is designed to be correlated with the final field experience of internship. The objectives for this course are taken from the Council for Exceptional Children (CEC) and are correlated to the Interstate Teacher Assessment and Support Consortium (INTASC) and Conceptual Frameworks Program Outcomes (CFPO):

1. Demonstrate an understanding of collaboration, inclusion, mediation, and interaction with the Child Study team including the building principal, Director of Special Education, and other appropriate administrators. (INTASC 9; CFPO 1; CAEP R1.4; CEC 7; CRT 7.1; ISTE 1-7)
2. Demonstrate professionalism and engage in professional self-development. (INTASC 9; CFPO 1; CAEP R1.4; CEC 6; CRT 7.1; ISTE 1-7)
3. Demonstrate the ability to think systematically about practice, learn from experience, and revise practice when necessary. (INTASC 9; CFPO 1; CAEP R1.4; CEC 2; CRT 9.2, 12.1; ISTE 1-7)
4. Demonstrate a knowledge and understanding of the characteristics of various exceptionalities. (INTASC 3; CFPO 2; CAEP R1.1; CEC 1; CRT 1.1; ISTE 1)

5. Demonstrate a basic knowledge of major historical social movements that have influenced delivery services for exceptional learners. (INTASC 1; CFPO 3; CAEP R1.1; CEC 6; CRT 1.1; ISTE 1)
6. Demonstrate knowledge about landmark litigation and legislation pertaining to individuals and disabilities. (INTASC 1; CFPO 3; CAEP R1.1; CEC 6; CRT 3.1; ISTE 1)
7. Demonstrate a knowledge about the constitutional rights of students. (INTASC 1; CFPO 3; CAEP R1.1; CEC 6; CRT 3.1; ISTE 1)
8. Demonstrate an understanding of the ethical use of tests for special education services. (INTASC 8; CFPO 4; CAEP R1.3; CEC 4; CRT 3.1; ISTE 7)
9. Demonstrate reflective skills in deliberating on teaching through self-evaluation and through informal and formal conferences and enhance knowledge of classroom practices and curriculum through participation in seminar sessions conducted by classroom teachers. (INTASC 9; CFPO 1; CAEP R1.4; CEC 6; CRT 12.1; ISTE 1-7)
10. Demonstrate the skills to foster critical thinking and link practice to research and the knowledge base in the special education program. (INTASC 4; CFPO 7; CAEP 1.2; CEC 5; CRT 2.2; ISTE 1-7)
11. Demonstrate the ability to engage in problem-solving, self-analysis, and reflection about teaching and learning while interacting with colleagues, school, and university faculty in small-group settings and extend personal knowledge of student support areas through sessions/interaction with other school and community professionals. (INTASC 9; CFPO 1; CAEP R1.4; CEC 5, 7; CRT 4.1, 4.2; ISTE 1-7)
12. Demonstrate the ability to engage in problem-based case analysis to diagnose disabling conditions and prescribe appropriate special education services, related services, and classroom interventions. (INTASC 6; CFPO 4; CAEP R1.3; CEC 1; CRT 4.1, 4.2; ISTE 1-7)

Detailed Course Outline/Topics Covered in the Course

1. Special Education as a Profession
 - a. Certification
 - b. Differences among special education and general education teachers and classrooms
 - c. Professional Ethics
 - d. Stress and the First Years
 - e. Descriptors and guidelines for quality teachers
 - f. Philosophy and belief system of differentiated instruction
2. Collaboration
 - a. Working with a clinical supervisor
 - b. Working with school professionals
 - c. Working with general education teachers
 - d. Working with paraprofessionals
 - e. Teachers as leaders
 - f. Conferences and communication
 - g. Conducting IEP meetings
 - h. Diversity
3. Teaching
 - a. Writing Individual Education Programs (IEP)
 - b. Writing unit and lesson plans
 - c. Assessment techniques
 - d. Planning considerations/writing plans
 - e. Specific instructional strategies
 - f. Environmental design

4. Management Skills
 - a. Classroom management
 - b. Behavior management
 - c. Functional Behavior Assessment
 - d. Behavior Intervention Plans
 - e. Routines
5. Reflection
 - a. Evaluating progress
 - b. Developing a teaching portfolio
 - c. Reflecting on practice

Text(s)/Course Materials

Required Texts:

Martin, C. & Hauth, C. (2015) *The survival guide for new special education teachers*. Arlington, VA: Council for Exceptional Children

Tomlinson, C. & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA; Association for Supervision and Curriculum Development.

Recommended Texts:

Chapman, C. & Gregory, G. H. (2013) *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin

deBettencourt, L. & Howard, L. (2007). *The effective special education teacher: A practical guide for success*. Upper Saddle River, NJ; Pearson.

Karten, T. (2010). *Inclusion strategies that work! Research based methods for the classroom*. Thousand Oaks, CA; Corwin Publishing.

Description of Instruction

This seminar deals with legal, professional, administrative, and curriculum issues as they relate to special education in the schools. Students complete assignments and structured activities that demonstrate their ability to apply theories and skills acquired during the core courses of the special education major. Emphasis is placed on understanding situations and solving problems that naturally occur during the student teaching experience. A variety of methods will be used in teaching this course such as: lecture, discussions, discussions, visual aids, small group activities, individual activities, videos, case studies, problem-based learning, investigation and confirmation of effective teaching strategies, behavior interventions, and specialized assessments. Students will need to commit to in-class and out-of-class time to meet the course requirements.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Technology will be thoroughly integrated throughout the course. Students will complete assignments using MyCourses/Canvas and using the Taskstream electronic folder. Students will be expected to access appropriate websites for research and for other purposes throughout the semester. PowerPoint or other programs will be used for presentations. Communications will include email and other online venues for collaboration. Meaningful technology integration will be demonstrated through the use of online tools, websites, electronic resources, etc.

Diversity

Issues of diversity will be inherent in all discussions and activities completed as part of this course. Our students live and function in a diverse world; as such, teachers must develop an understanding of diversity as it related to students and their worlds. Diversity is addressed throughout the course as teacher candidates consider diversity in the growth and development of young children, working with diverse families, and creating learning environments for academically, culturally, and developmentally diverse children.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. <http://www.sss.msstate.edu>.

Field Component

This course is taught concurrent with and all assignments are drawn from the 15-week internship.

Evaluation of Student Progress

The purpose of the seminar is two-fold. First, to give interns the opportunity to share experiences and discuss any concerns. Second, to share information regarding an assortment of topics in the textbook and current topics in special education as they apply to your teaching environments and assignments.

Student Assignments and Assessments:

1. **Behavior Change Project (3 hrs):** (Similar to the FBA assignment in other classes, but over a six-week period of time with documentation, graphic displays of data, analysis, and reflection.) Submit as a document under Assignments in Canvas and Task Stream for EDX 4873 and TaskStream. Review the directions and grading rubric in TaskStream which are also attached to the syllabus.)
2. **Behavior Strategy Presentation (3 hrs):** Discuss a research-based behavior strategy or strategies used in your Behavior Change Project. Include a description of the target behavior, data collected, and the significance of the results. Include a PowerPoint and handouts for all interns and instructor. (6-10 minute oral presentation required on due date listed in calendar)
3. **Differentiation Application (3 hrs):** Bring paper copies and student examples of the differentiation application to share at seminar and email to distance interns. Document successful differentiation strategies implemented with your students and written in your lesson plans relative to leading and managing a differentiated classroom with instructional strategies: content, process, product, affect, readiness, and interest. Use your textbooks or websites to find review and select differentiation strategies.

- A. Examples of Differentiation:
- 1) Differentiation with getting to know your students: readiness, interest, and learning profile
 - 2) Differentiation with planning through curriculum and assessment for your students: meaningful tasks, flexible grouping, continual assessment (pre-assessment, formative assessment, and summative assessment).
 - 3) Differentiation with instructional strategies for your students: content, process, product, affect, readiness, and interest. Ideas are not limited to the PowerPoint or Toolbox in the text.
 - 4) Differentiation with managing your students' behaviors.
- B. *Differentiation Assignment Instructions*: Write a three-paragraph report on an effective differentiation strategy used within the three weeks of the module period.
- 1) Paragraph 1: Introduction of differentiation strategy including why you chose to use your strategy, the student's or students' needs, and where you found the strategy (cite the resource).
 - 2) Paragraph 2: Describe how you implemented the strategy including the lesson plan documentation. List any changes you made and attach materials you created.
 - 3) Paragraph 3: Reflect on the effectiveness of the strategy. Include documentation data to support the effectiveness of the strategy.
4. **IEP Meeting Report (3 hrs)**: Write a summary of the meeting. It is important to participate in an IEP meeting. Attend as many as possible. Participate in the meeting as predetermined by the mentor teacher. Possibly be the recorder and/or contribute to the discussion when appropriate. The cooperating teacher should gain permission from the parents/guardians for you to attend any number of meetings. You should provide summaries for two of these meetings (recommend one at each placement).
5. **Weekly Journal Reflections (3 hrs)**: The purpose of journal assignment is twofold. One part of the journal assignment relates your knew knowledge from the reading assignment from the textbooks and apply to what is happening within your placements. Another part of the journal assignment is to keep the lines of communication open on a regular basis by submitting a brief report. You will either be asked to respond to specific questions or the following general questions:
- A. Things that are going well in the classroom. Why do you think they are going well?
 - B. Some things that you have learned this week. How will you apply them in your classroom?
 - C. Things that you find challenging. What have you tried so far to meet these challenges?
6. **Personal Data: Information Sheet, Code of Conduct, COE Dispositions, School Policy (3 hrs)**: Forms are attached to the syllabus and within the assignments in Canvas. Download, type, or write to complete all required information and signatures, attach or scan documents to submit on Canvas.
7. **Philosophy of Behavior Management (3 hrs)**: Create a brief philosophy of behavior management. Read the specific directions and grading rubric attached to the syllabus and on Canvas. Attach a 3-5 page (double spaced) Word file to the assignment in Canvas. A sample can be found in Canvas.
8. **Philosophy of Teaching (3 hrs)**: Update your philosophy of teaching and special education. Read the specific directions and grading rubric attached to the syllabus and on Canvas. Topics include your view of inclusion with regular education and your ideas on working with families and students from culturally and linguistically diverse populations. Attach a 2-3-page (double spaced) Word file to the assignment in Canvas.

9. **Resume and Career Fair (3 hrs):** (Also known as Education Interview Day, EID) We will have a presentation on resume writing by Daniel Morgan from the MSU Career Center to help you complete your resume. Mock Interview Practice: Bring a copy of your resume to the seminar meeting where you will participate in mock interviews to prepare for Career Day/Education Interview. Come dressed in interview attire.
10. **Substitute Plans for One Placement (3 hrs):** You will develop a mock substitute plan for one day that could be used if both the cooperating teacher and you are absent. The plan should be written with enough information that someone who has never been in the classroom could implement it effectively. Include your daily schedule and overview, a description of your procedures, and lesson plans with specific materials for the lessons. Add any other important material and information to help a substitute maintain a positive learning atmosphere. Ask your mentor teacher to guide you and review her/his Emergency Plan and Substitute Plan folders.
11. **Teaching Strategies (3 hrs):** Effective teaching strategies will be demonstrated and discussed in seminar for specific disabilities. We will cover many current topics in the field of education.
 - A. *Total Participation Techniques* by Persida Himmele and William Himmele in order to promote active learning and higher order thinking strategies in the classroom.
 - B. In addition, we will spend time during each seminar class investigating specific instructional teaching strategies for each content area while developing skills related to the Common Core State Standards in reading, writing, and math. We will focus on backward design when planning and organizing standards-based differentiated instruction.
 - C. Effective assessment strategies for data-based instructional decisions, pre-assessment documentation, formative assessment techniques, rubrics, checklists, and summative assessments.
12. **Videotapes and Self-Reflections (3 hrs):** You will videotape yourself teaching two lessons, one during the first week of teaching in your first placement and one near the end of your second placement. The lessons need to be a minimum of 45 minutes. Self-evaluate your own lessons with the form on Canvas under Assignments and attach the completed form to the assignment. Obtain permission from your mentor teacher before videotaping. Use the official MSU Parent/Guardian Photographing and Videotaping Consent Forms to obtain permission from parents/guardians. Only videotape students in the video who have returned parent consent forms signed by a parent or guardian. Consent forms are attached to the assignment.
13. **CPR/First Aid Certification (3 hrs):** You will participate in Heartsaver CPR AED First Aid training. The cost will be approximately \$25.00 (subject to change) per person. This training will be during one of our regular seminar meetings. If you already have a current CPR certification and do not need this, submit your up to date card for credit. However, attendance is still mandatory for this date. Distance students can join our scheduled training (if possible) or schedule and attend one on their own. Up to date certificate must be presented by due date listed in calendar. Online certification courses will not be accepted.

Assignment	Points 1 st Placement Weeks 1-8	Points 2 nd Placement Weeks 9-16	Assignments not specific to placement
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Placement Orientation: Personal data Sheet, Code of Conduct, College of Education Dispositions, School Policy	25	25	
Module Differentiation Applications 6 @ 25 points each	75	75	
Weekly Journal Reflections 16 @ 10 points each	80	80	
Philosophy of Teaching			50
Resume (download the draft and final)			50
Philosophy of Behavior Management			50
Behavior Change Project *130 possible points on TaskStream			130
Behavior Strategy Intervention Presentation			100
Videotape and Self-Evaluation Reflections	25	25	
Substitute Plan			20
IEP Meeting Summary	20	20	
Class activities			50
CPR Certification			100
Total Points			1000

Grading Scale

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600- 699
F	598- below

Attendance Policy

There are six days scheduled for seminar class during the entire semester which will begin promptly at 8:00 am in the rooms designated. In the event of tardiness due to emergency circumstances or an illness, contact the instructor by 7:00 am through email or a phone call. Do not text. Provide a written excuse from your doctor for the absence due to illness within 48 hours. Scan the excuse and email it to me within 48 hours. Specific intern activities and participation grades act only when the intern is present. Absences do not excuse one for being prepared and for missing assignments.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

During this course the Mississippi Educators Code of Ethics will be addressed in discussions, scenario-based activities, the teacher candidates will be assessed based on performance and demonstration of the Mississippi Code of Ethics standards.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The candidates will develop a deep understanding of the critical concepts, principles, and practices of their field and are able to use practices to advance the learning of all students toward college and career readiness standards as they develop and implement appropriate evidence-based strategies and interventions during their internship.

Bibliography

Chapman, C., & Gregory, G. H. (2013) *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin

Charles, C. M. (2010, January). *Building Classroom Discipline* (10th ed.). New Jersey: Prentiss Hall.

Council of Chief State School Officers. (2010, July). *Interstate Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards: A Resource for State Dialogue* (Draft for Public Comment). Washington, DC.

deBettencourt, L., & Howard, L. (2007). *The effective special education teacher: A practical guide for success*. Upper Saddle River, NJ; Pearson.

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- Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA; Association for Supervision and Curriculum Development.
- Winitzky, N., & Arends, R. (1991, January). *Translating Research into Practice: The Effects of Various Forms of Training and Clinical Experience on Preservice Students' Knowledge, Skill, and Reflectiveness*. *Journal of Teacher Education* 42: 52-65.