



**SPED 4302 COLLABORATIVE PARTNERSHIPS ACROSS THE LIFESPAN  
SPRING 2018**

*SPED 4302 is a required course for Special Education Certification.*

**College of Education  
Department of Language, Literacy and Special Populations**

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

**Instructor:** Dr. Prasopsuk Y. Pinto  
Office: TEC 111B  
936-294-4025  
P.O. Box 2119/SHSU  
Huntsville, TX 77341  
[pyp001@shsu.edu](mailto:pyp001@shsu.edu)

**Office hours:**

Campus	Mondays	8:30 – 9:30; 12:30-3:30;
Campus	Tuesdays	8:30-3:30;
Campus	Wednesday	8:30 - 9:30; 12:30-5:30;
Campus	Fridays	by appointment

**Course Format:** Through completion of directed field experiences, supplemented by lecture presentations, class activities and discussions, research and text readings, the candidates, instructor, and school and community mentors will work collaboratively to meet course objectives.

**Day and time the class meets:** Initial class meetings are held on MW. When field assignments are made, students will attend class on Mondays from 11-12:20, and field site classrooms from 8-1 on Wednesdays. If you need to alter this time, this change must be approved by your mentor, and you must inform your university instructor. See class schedule; all classes at the SHSU Campus; field experience at two designated sites: one will be a secondary classroom and one will be a preschool or primary classroom.

**Location of class:** TEC 113 and School Districts

**Course Description:** This field- based course is designed to equip the prospective special education teacher with the collaborative skills needed for the effective instruction and support of individuals with disabilities in inclusive school and community environments. Areas that are emphasized include adaptations for instruction, transition planning, vocational/career education, and assistive technology. This course is taught as part of the Special Education block comprised of two courses (SPED 4301-4302) for a total of six (6) credit hours and is required in the degree plans of candidates seeking EC-12 Special Education certification. It is field based involving work in both public school and community settings. Field experiences are delivered through collaborations with mentor teachers and agency staff members and are directed and supervised by the university professor. Field experiences and related portfolio assignments are designed to support mastery of knowledge and skills required of special educators and to enhance understandings of theories and concepts presented through lecture and text readings. It is recommended candidates take the Special Education block at the end of the SPED course sequence and in the semester preceding their TExES Representative Form and certification examination.

**Textbooks:**

- Westling, D., Fox, L., & Carter, E. (2015). *Teaching Students with Severe Disabilities*. 5<sup>th</sup> Edition. Upper Saddle River; Pearson. ISBN-13: 978-0-13-310465-3
- Browder, D.M., & Spooner, F. (2011). *Teaching Students with Moderate and Severe Disabilities*. New York, NY: Guilford Publishing. ISBN: 978-1-60623-991-9

**Course Objectives:**

The candidate will:

1. Select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
2. Identify strategies that promote successful transitions for individuals with exceptional learning needs.
3. Demonstrate knowledge of specialized materials for individual with disabilities.
4. Demonstrate knowledge of resources and techniques used to transition individuals with disabilities into and out of school and post-school environments.
5. Demonstrate knowledge of appropriate adaptations and assistive technology for individuals with disabilities.
6. Demonstrate knowledge of augmentative and assistive communication strategies.
7. Demonstrate knowledge of ways to involve the individual and family in setting instructional goals and monitoring progress.
8. Demonstrate knowledge of model career, vocational and transition programs for individuals with disabilities.
9. Demonstrate an ability to collaborate with families and others in the assessment and program planning of individuals with exceptional learning needs.
10. Engage in professional activities that benefit individuals with exceptional learning needs, their families and one's colleagues.

Please View attached NCATE Accreditation, Conceptual Framework and Module, Standards Matrix.

**IDEA Objectives:**

Essential: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Important: Gaining factual knowledge (terminology, classifications, methods, trends)  
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Tk20**

*Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

### **Course Requirements:**

SPD 4301-4302 is scheduled to meet for 3 hours each Monday and Wednesday. Students will come to class for lectures and group activities as per the attached schedule, usually on Mondays and will be assigned to public school classrooms on Wednesdays. This schedule reflects a minimum of **40 hours of fieldwork** throughout the semester. The university professor will observe and supervise fieldwork on Wednesdays and Fridays visiting school sites as needed on a rotating basis.

### **Field Experience EC-12**

Under the supervision of public school mentor teachers, candidates will assist in special education classrooms serving children with autism, intellectual disabilities, physical impairments and low incidence disabilities. On a rotating basis, students will each experience public school settings that serve children at the pre-school / primary and secondary levels. Candidates will complete a minimum of 40 hours of field work in public schools.

### **Field Experience Reflections**

Candidates will complete an online reflection using the ORID Guide based on their weekly field experience.

### **Field Experience Assignments**

Candidates will complete assignments related to their work during field experiences that are designed to meet course objectives and expected learning outcomes and to inform performance based assessments.

### **School/ University & Agency/University Collaboration**

Agreement forms will be signed by school and mentor teachers to document the approval for fieldwork and the intentions of these personnel to collaboratively mentor, supervise and evaluate candidates during their field experiences.

1. **Attendance.** Regular attendance and participation in assigned class and field experience activities are expected. Absences may result in grade reduction; absences must be documented with a physician's documentation; excessive absences will result in a grade reduction. If you are going to be absent from your field experience scheduled days, you must contact your mentor teacher and university instructor by email. Candidates must accrue at least 60 hours in their field sites to receive course credit. If you are absent from field work and your mentor has not been informed you can expect a grade reduction.
2. **Textbook.** The textbooks are required and is essential to the course. Related chapters from the text are noted on the course schedule for various instructional topics and field based assignments. Text information is supplemental to lecture notes.
3. **Teaching Lesson Reflection (Tk20)** : Pre-service teacher writes a short essay reflecting on the provided questions about the field practice instruction.
4. **Issue Paper (Tk20)**

### **SPED Undergraduate Program Assessment Issue Paper:**

Directions for SPED Program Undergraduate Assessment Issue Paper.

1. Click on the SPED Program Undergraduate Assessment Issue Paper Rubric on Blackboard and print this out. This rubric will be used to grade your issue paper.
2. Read the question carefully for the issue paper. It might be helpful if you rewrite the question in your own words to make sure you understand it.
3. After reading the question, write your paper using Times New Roman font 12, double spaced.

4. Make sure that you have a strong thesis statement in the introduction.

**5. Question:** Students write the answer to the following question in the Issue Paper:

"According to the IDEA's **Least Restrictive Environment** or **inclusion policy**, school districts are required to educate students with disabilities in general education classrooms with their nondisabled peers, in the school they would attend if not disabled, to the **maximum extent appropriate** (<http://www.wrightslaw.com/info/lre.index.htm>). When students with physical, behavioral, or multiple disabilities are integrated into the general education classroom, teachers and parents often request that a classroom aide be assigned to assist the student. Some people think this a great practice for many reasons while others contest that this practice limits the student's opportunities to be independent. What is your take on this issue?

6. Be sure that you use citations in text and add a reference page.
  7. Your paper should be between 1000-1500 words including references.
  8. Use a header in your paper with your name, course number, and section number
  9. It would be in your best interest to write a draft and then contact the writing center for assistance in proof reading your work. Use the rubric to proof your paper.
  10. Submit the work through Turnitin.com in Blackboard.
  11. You must also submit your paper to TK20 account (See Help and How To on left hand side menu of Blackboard).
  12. Reference List: You may use 1 reputable Internet site from a .edu or .gov , and referred articles from the library database.
- 
4. **Field Experience:** A minimum of 40 hours of fieldwork is required for the SPED 4301-4302 Block. Failure to complete all required hours will result in a failure of the courses. The field experiences and work sample assignments completed during the SPD 4302 portion of the SPED block are designed to provide opportunities for direct application of the theories and concepts presented in the SPED 4301 course and will contribute to the performance-based assessment of curriculum objectives and outcomes. Field experience assignments must be completed in order to receive course credit.
  5. **Academic Dishonesty Policy:** Plagiarism, templating classmate's assignments, copying, and use of the work of others will result in a grade of 0 and referral to the Professional Concerns Committee and possibly the Dean of Students for Sam Houston State University.
  6. **Cell Phone & Electronic Media Policy** [Sam Houston State University Academic Policy Statement 100728](#) . Phones must be stored and silenced (e.g., airplane mode, including silencing of text notification) during class time. For SPED 4302 students may not text, email, Facebook, and/or use game applications during class. Personal computers, tablets, and/or iPads are appropriate only during dates when

classroom assignments using electronic media are involved. Use of phones, tablets, iPads, or computers during class will result in loss of points to total grade; the second violation will result in a referral to the Professional Concerns Committee. Cell phones are not to be used in your classroom during your field experience. If you have an emergency and need to answer your phone please clear it with your mentor.

7. **Student Syllabus Guidelines** with link - <http://www.shsu.edu/syllabus/>

### Course Evaluation:

	<u>Points</u>	<u>Grade Distribution</u>
*Field Experience Assignments 5 @ 30	150	A= 93 -100%
*Teaching Lesson Reflection	50	B= 85 - 92%
*Completed Field Experience Log	10	C= 75 – 84%
*Weekly reflections (ORID) 8 @ 5	40	D= 60 – 74%
Issue Paper	100	

**BB/TK20: Issue Paper and Teaching Lesson Reflection - required for course grade**

(\*all assignments must be completed and turned in to receive course credit)

**Absence from field experience without notification of your mentor and your supervisor will result in a letter grade deduction from your final grade.**

## Course Schedule SPED BLOCK

Date	Topic/Activity	Location	Assignments <b>DUE 11:00 PM</b>
<i>CLASS 1</i> W 1/17	Orientation, Introduction to Severe Disabilities Ch. 1: Students with Severe Disabilities: <i>Westling, Fox, &amp; Carter</i>  <b>Field Experience Information</b> <b>Discuss Sped. Portfolio</b>	TEC	Download Syllabi, print & bring to class; Read Chapter 1, <i>Westling, Fox, &amp; Carter</i>
<i>CLASS 2</i> M 1/22	Ch. 2: Philosophy & Practices for Teaching Students with Severe Disabilities: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Chapter 2 <i>Westling, Fox, &amp; Carter</i>  <b>DUE 1/22:</b> <b>Ch 2: Summary and Reflection</b>
<i>CLASS 3</i> W 1/24	Ch. 3, Collaboration among Professionals & Paraprofessionals; Ch.4, Parents, Families, & Cultural Issues: <i>Westling, Fox, &amp; Carter</i>  <b>Discuss Field Experience placements</b>	TEC	Read Chapter 3 & 4, <i>Westling, Fox, &amp; Carter</i>  <b>Sign-up for Syndrome Reports</b>  <b>Sign-up for Groups Report on Academic Content</b>

			<b>Sign Language 1 DUE 1/24</b>
<i>CLASS 4</i> M 1/29	Ch.13, Managing Sensory & Motor Systems: <i>Westling, Fox, &amp; Carter</i>  <b>Field Experience Discussion</b>	TEC	Read Chapter 13, <i>Westling &amp; Fox, &amp; Carter</i>  <b>Sign Language 2 DUE 1/29</b>
<i>CLASS 5</i> W 1/31	Ch. 14, Providing Support for Health & Medical Needs: <i>Westling, Fox, &amp; Carter</i>  <b>TExES Representative Exam</b>	TEC	Read Chapter 14 <i>Westling, Fox, &amp; Carter</i> <b>DUE 1/31:</b> Ch 14: Summary and Reflection
<i>CLASS 6</i> M 2/5	Ch.15, Personal Care Skills; Ch.18, Teaching Community & Domestic Skills: <i>Westling, Fox, &amp; Carter</i>  <b>Discuss Field Experience, ORID, and Assignments</b>	TEC	Read Chapter 15 & 18, <i>Westling, Fox, &amp; Carter</i>  <b>Syndrome Report due (presentation &amp; handout)</b>
<i>CLASS 7</i> W 2/7 Online	Ch. 6, Determining Instructional Goals; Ch. 7, Teaching Students to Acquire New Skills Discrete Trial Training, Systematic Instruction: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Chapter 6 & 7, <i>Westling, Fox, &amp; Carter</i>  <b>DUE 2/11:</b> Ch 6: Summary and Reflection Ch 7: Summary and Reflection
<i>CLASS 8</i> M 2/12	Ch. 12, Providing Support to Improve Challenging Behavior: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Field Experience,</b> <b>Discuss Assignments 1 &amp; 2</b>	TEC	<b>Syndrome Report due (presentation &amp; handout)</b> Read Chapter 12, <i>Westling, Fox, &amp; Carter</i> <b>Sign Language 3 DUE 2/12</b>
<b>Field Experience I Begins</b>			
W 2/14	Field Experience Placement I	School	<b>ORID 1</b>
<i>Sun 2/18</i> <i>Assignment</i>	ORID 1		<b>Due 2/18</b> <b>a. ORID 1</b>
<i>CLASS 9</i> M 2/19	Ch. 8, Teaching Skills for Generalization and Maintenance; Ch. 9, Evaluating Student Progress: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Assignments 3 &amp; 4;</b> <b>Discuss Group Report</b>	TEC	Read Chapter 8 & 9, <i>Westling, Fox, &amp; Carter</i>  <b>Sign Language 4 &amp; 5</b>  Continue with Syndrome Reports

W 2/21	Field Experience Placement I –	School	<b>ORID 2</b>
<i>Sun 2/25</i> <i>Assignments</i>	<b>ORID 2</b> <b>Quiz 1</b> , Ch. 8: <i>Westling, Fox, &amp; Carter</i>		<b>Due 2/25:</b> a. <b>ORID 2</b> b. <b>Quiz 1</b>
<i>CLASS 10</i> <i>M 2/26</i>	Teaching Academic Skills: Ch 3, Standards-Based IEPs and Progress Monitoring: <i>Browder &amp; Spooner</i>  <b>Discuss Group Report</b>	TEC	Read Ch. 3, <i>Browder &amp; Spooner</i> <b>Sign Language 6</b>
W 2/28	Field Experience Placement I	School	<b>ORID 3</b> <b>Begin work on Mid Term Essay</b> <b>Exam</b> (Midterm Opened 2/28 @ 12:00 pm)
<i>Sun 3/4</i> <i>Assignments</i>	ORID 3 Quiz 2, Ch.3: <i>Browder &amp; Spooner</i> <b>Assignments 1 &amp; 2</b>		<b>DUE 3/4:</b> a. <b>ORID 3</b> b. <b>Quiz 2 Ch. 3:</b> <i>Browder &amp; Spooner</i> c. <b>Assignments 1 &amp; 2</b>
<i>CLASS 11</i> <i>M 3/5</i>	Teaching Academic Skills: Ch. 5: Literacy : <i>Browder &amp; Spooner</i>  <b>Field Experience Discussion</b>	TEC	Read Chapter 5, <i>Browder &amp; Spooner</i>
W 3/7	Field Experience Placement I	School	<b>ORID 4</b>
<i>Sun 3/11</i> <i>Assignments</i>	ORID 4 Quiz 3 Ch. 5: <i>Browder &amp; Spooner</i>  <b>Assignments 3 &amp; 4</b>		<b>DUE 3/11</b> a. <b>ORID 4</b> b. <b>Quiz 3 Ch. 5:</b> <i>Browder &amp; Spooner</i> C. <b>Assignments 3 &amp; 4</b>
<b>Spring Break</b>			
<i>CLASS 12</i> <i>M 3/19</i>	Assistive Technology Inservice <b>Group I Report: Ch. 5, Literacy &amp; Comprehension</b> <i>Browder &amp; Spooner</i>  <b>Field Experience Discussion</b>  <b>Discuss Assignment 5 &amp; 6</b>		Read Chapter 6, Comprehension, <i>Browder &amp; Spooner</i>  <b>Group I Report: Ch. 5, Literacy &amp; Comprehension</b> <i>Browder &amp; Spooner</i>  <b>Sign Language 7</b>  <b>Issue Paper</b>

## Field Experience II Begins

<b>W 3/21</b>	Field Experience Placement II	School	
Sun 3/25 Assignments	<b>ORID 5</b> <b>Mid-Term:</b> <i>Westling, Fox, &amp; Carter</i> Ch. 1-4, 7-9, 12-15		<b>DUE 3/25</b> <b>a. ORID 5</b> <b>b. MIDTERM DUE</b>
<i>CLASS 13</i> <b>M 3/26</b>	Teaching Academic Skills: Ch. 7, Mathematics: <i>Browder &amp; Spooner</i> <b>Group II Report</b>  Discuss Field Experience	TEC	Read Chapter 7, <i>Browder &amp; Spooner</i>  <b>Group II Report: Ch. 7, Mathematics, Browder &amp; Spooner</b>  <b>Sign Language 8</b>
<b>W 3/28</b>	Field Experience Placement II	School	<b>ORID 6</b>
Sun 4/1 Assignment	ORID 6 Quiz 4 Ch. 7: <i>Browder &amp; Spooner</i>		<b>DUE 4/1:</b> <b>a. ORID 6</b> <b>b. Quiz 4 Ch. 7:</b> <i>Browder &amp; Spooner</i>
<i>CLASS 14</i> <b>M 4/2</b>	Teaching Academic Skills: Ch. 8 & 9, Science & Social Studies: <i>Browder &amp; Spooner</i> <b>Group IV Report: Science &amp; Social Studies</b>  Discuss Assignments 7 & 8	TEC	Read Ch.7 & 8: <i>Browder &amp; Spooner</i>  <b>Group III Report: Science &amp; Social Studies, Browder &amp; Spooner</b>  <b>Sign Language 9 &amp; 10</b>
<b>W 4/4</b>	Field Experience Placement II –	School	<b>ORID 7</b>
Sun 4/8 Assignments	ORID 7 Quiz 5 Ch. 8: <i>Browder &amp; Spooner</i>		<b>DUE 4/8 :</b> <b>a. ORID 7</b> <b>b. Quiz 5 Ch. 8:</b> <i>Browder &amp; Spooner</i> <b>c. Assignments 5 &amp; 6</b>
<i>CLASS 15</i> <b>M 4/9</b>	Ch. 5, Planning Instructional Programs: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Assignments 9 &amp; 10</b>	TEC	Read Ch. 5 & 6, <i>Westling, Fox, &amp; Carter</i> <b>Sign Language 11 &amp; 12</b>
<b>W 4/11</b>	Field Experience Placement II	School	<b>ORID 8</b>

<b>Sun 4/15</b> Assignments	ORID 8 Quiz 6 Ch, 5, <i>Westling, Fox, &amp; Carter</i>		<b>DUE 11/5:</b> a. ORID 8 b. Quiz 6 Ch. 5: <i>Westling, Fox, &amp; Carter</i>  c. Assignments 7 & 8 d. Teaching Lesson Reflection
<b>CLASS 16</b> <b>M 4/16</b>	Ch. 10, Creating Inclusive Environments: <i>Westling, Fox, &amp; Carter</i> Quiz 7 Ch.10: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Ch. 10, Creating Inclusive Environments: <i>Westling, Fox, &amp; Carter</i>  <b>DUE 4/16</b> a. Quiz 7 Ch. 10: <i>Westling, Fox, &amp; Carter</i>
<b>W 4/18</b> <b>Online</b>	Ch 11: Teaching Communication Skills		Read Ch 11: <i>Westling, Fox, &amp; Carter</i> <b>DUE 4/18:</b> a. Quiz 8 Ch 11: <i>Westling, Fox, &amp; Carter</i>
<b>Sun 4/22</b> Assignments	ORID 9  Assignments 9 & 10		<b>DUE 4/22:</b> a. Assignments 9 & 10
<b>CLASS 17</b> <b>M 4/23</b>	Ch. 19: Using AT: <i>Westling, Fox, &amp; Carter</i>  <b>Review for Test of Content Knowledge</b>	TEC	Read Ch. 19: <i>Westling, Fox, &amp; Carter</i>  <b>DUE 4/23:</b> a. Quiz 9 Ch. 19: <i>Westling, Fox, Carter</i> a. Sign Language 13, 14, & <b>15</b>
<b>CLASS 18</b> <b>W 4/25</b>	Ch 21: Transitioning to Adulthood <i>Westling, Fox, &amp; Carter</i>  <b>Review for Test of Content Knowledge</b>		<b>DUE 4/25:/</b> a. QUIZ 10 b. Field Experience Logs
<b>CLASS 19</b> <b>M 4/30</b>	<b>Test of Content Knowledge</b>		In Class Exam
<b>CLASS 20</b> <b>W 5/2</b>	<b>Exit Conference</b>	TEC	Scheduled Exit Conference <b>Bring Sped Block Portfolio</b>
<b>CLASS 21</b> <b>M 5/7</b>	<b>Exit Conference</b>	TEC	Scheduled Exit Conference <b>Bring Sped Block Portfolio</b>

\*Dates may be modified by the instructor to meet class needs

## Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students  
[Procedures in Cases of Academic Dishonesty #810213](#)  
[Disabled Student Policy #811006](#)  
[Student Absences on Religious Holy Days #861001](#)  
[Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction  
[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

### Course Expectations:

Students will:

- complete all course requirements for SPED 4302.
- exhibit the professional demeanor and dispositions appropriate for beginning teachers.
- master course objectives as listed.
- assist in the field experience site at assigned times
- work collaboratively with their mentor teachers during field experience
- demonstrate professional demeanor in their field experience site

### Classroom Procedures in the School Setting

1. ATTENDANCE IS VERY IMPORTANT. It is crucial to be on time if not early for your assigned time with the ISD classroom. SHSU students are to be in the ISD classroom at scheduled times. **If an absence is unavoidable, notify both your university instructor and the classroom teacher before your scheduled time.** You must be in the classroom for a minimum of 80 hours with two visits each week to complete this course. Keep the phone number of your school and e-mail of your mentor teacher in your possession at all times.

2. Store your cell phone in your bag or car during your field experience. Texting, cell phone use, and email during field work are most unprofessional and are the number 1 source of complaints from principals. Do not answer or initiate phone communication during your field experience.

3. Absences are excused only with a physician's verification of illness. Unexcused absences from field experience will deduct a letter grade from the final grade. Late arrival or early departure will result in reduction of grade points. Do not expect to receive an A if you have more than one absence.
4. You will begin your first field visit with classroom observation. During that time you may be given a specific task or learning center to facilitate. Ask what you can do to help the students.
5. Dress professionally but practically (avoid DRY CLEAN ONLY) when working in the classroom- pants are appropriate- no tight or low-cut clothing when working with the ISD students. Long nails, dangling jewelry, and/or heavy perfume can interfere with work with children with disabilities. Tattoos need to be covered since this is the policy of many school districts.
6. Maintain confidentiality. Do not discuss the students outside of SPED 4301-4302 or the classroom or communicate with parents without the teacher present. Recognize that teachers may not be able to share details of student records, IEPs, etc.
7. You will work with specific students for your projects. You will still work with the other students in the classroom. If the student you usually work with at a specific time is absent, ask the teacher about other students needing assistance or tasks that need to be completed. Avoid "down time"- keep busy!
8. Each week that you work in the ISD classroom, you will complete a reflection (ORID) on Blackboard by Sunday at midnight. This is not to be done in class or in the school setting.
9. The ISD staff will offer suggestions and input when you are working with the students. Accept suggestions cheerfully- they are intended to help you develop your skills, not as a personal criticism.
10. When possible during class times, observe the various therapists or co-teachers working with the students. Find out what you as a teacher can do to generalize skills to other areas. Be sure that your mentor teacher knows where you are and approves of your visits to other classrooms, therapy, etc.
11. Follow school district policies (gloves, hand-washing) with meals or other similar activities.
12. Stay busy in the classroom and show initiative. Avoid "sitting around and chatting." You need to be interacting with the students and assisting in the classroom- not sitting and observing. Even when supervising the playground, stay active while supervising child activities.
13. Under no circumstances should you contact the students outside of school (by phone, email or texting), provide transportation for students, go to their homes, or provide equipment or gifts for individual students. Communicate with parents only when the teacher is present.
12. Stay positive! An enthusiastic attitude is an asset in any school setting.

### **Bibliography/Reading List:**

- Allor, J. H., Mathes, P. G., Champlin, T., & Cheatham, J. P. (2009). Research-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities, 44*(3), 356 – 366.
- Browder, D., Alhgrim-Delzell, L., Spooner, F., Mims, P., & Baker, J. (2009). Using time delay to teach literacy skills to students with severe developmental disabilities. *Exceptional Children, 75*(3), 343-364.
- Browder, D., Mims, P., Spooner, F., Alhgrim-Delzell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. 3-12.

- Browder, D.M., Wakeman, S.Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children*, 72, 392-408.
- Brown, F. & Snell, M. (2010). *Teaching students with severe disabilities*. New York: Merrell Prentice Hall.
- Coleman-Martin, M., Heller, K., Cihak, D. & Irvine, K.L. (2005). Using computer-assisted instruction and the nonverbal reading approach to teach word identification. *Focus on Autism and Developmental Disabilities*, 20(2), 80-90.
- Cushing, L. S., Clark, N. M., Carter, E. W., & Kennedy, C. H. (2005). Access to the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(2) 6 – 13.
- Green, Gary and Kochhar-Bryant Carol A. (2003). *Pathways to successful transition for youth with disabilities*. Upper Saddle River: NJ.
- Kockhar-Bryant, Carol A. and Bassett, Diane S. Editors. (2002). *Aligning transition and standards-based education: issues and strategies*. Council for Exceptional Children. Arlington, VA.
- Fenlon, A.G., McNabb, J., Pidlypchak, H. (2010). “So much potential in reading!” Developing meaningful literacy routines for students with multiple disabilities. *Teaching Exceptional Children*, 43(1), 42-51.
- Joseph, L.M. & Seery, M.E. (2004). Where is the phonics? A review of literature on the use of phonetic analysis with students with mental retardation. *Remedial and Special Education*, 25, 88-94.
- Kliewer, C. (2008). Joining the literacy flow: Fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy. *Research & Practice for Persons with Severe Disabilities*, 33(3), 103-121.
- McCoy, K. M. (2009). *Strategies for Teaching Students with Special Needs*. Denver: Love Publishing.
- Ryndak, Diane L. and Alper, Sandra. (2009). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Allyn & Bacon, Boston: MA.
- Van der Bijl, C., Alant, E., Lloyd, L. (2006). A comparison of two strategies of sight word instruction in children with mental disability. *Research in Developmental Disabilities*, 27, 43-55.

## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has

completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.