

EEX -3071

TEACHING STUDENTS WITH EXCEPTIONALITIES
IN INCLUSIVE SETTINGS

Prepared for the College of Education
Florida International University

By

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FALL, 2007

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The College of Education Conceptual Framework

Vision and Mission of the College of Education

- *The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).*

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College's mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution's role of public, urban, multicultural research university, the unit's mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

Student Learning Outcomes

- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.
 - Unit Content Outcome: Stewards of the Discipline (Knowledge)
 - Unit Process Outcome: Reflective Inquirer (Skills)
 - Unit Dispositions Outcome: Mindful Educator (Dispositions)

1.0 Course Justification

With the reauthorization of the Individuals with Disabilities Education Act IDEA, the trend toward educating students with disabilities in inclusive settings has accelerated. It is now commonplace for students with learning and behavior disabilities to spend much their school days in general-education classrooms (elementary, middle and secondary).

Because federal and state law require students to be served in the least restrictive environment, and at least considered for placement in the general-education classroom, it is imperative that both general and special education teachers are taught how to effectively instruct all learners in such settings. Additionally, there is the need for instruction in collaboration between professionals, paraprofessionals, students, and parents.

This course is required for both special and general education majors in the initial teacher preparation programs. The major components of the course will be:

(1) foundations for inclusive education (e.g., laws, responsibilities, referral systems, (2) characteristics of students with disabilities, (3) curriculum planning and instructional strategies for students with disabilities and typical learners in inclusive settings, (4) and collaboration and communication among co-teachers (general and special educators), other professionals and family.

2.0 Brief Course Description:

This course is designed for general and special educators in order to develop the understandings, skills and dispositions needed to work with students with exceptionalities in inclusive settings. The major components of the course will be: (1) foundations of inclusive education (e.g., laws, responsibilities, referral systems), (2) characteristics of students with disabilities, (3) curriculum planning and instructional strategies for students with disabilities and typical learners in inclusive settings, (4) and collaboration and communication among co-teachers (general and special educators), other professionals and family.

3.0 Course Objectives:

Understandings

- Understands characteristics of students with mild and moderate disabilities including those with learning disabilities, mental retardation, behavior disorders, communication disorders, and other physical and health impairments as well as students who are culturally and linguistically diverse.
- Understands state and federal legislation and case law that have affected the education of students with disabilities in least restrictive settings.
- Understands appropriate practices based on the legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education).
- Understands the required components of Individual Education Plans, Family Support Plans, and Individual Transition Plans.
- Understands the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
- Understands the need for accommodating and modifying assessment, instruction, and materials to meet individual student's needs including those who are culturally and linguistically diverse.
- Understands effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teacher, paraprofessionals, and other professionals as equal members of education teams.
- Understands key terms and concepts in special education.
- Understands the roles general and special educators in collaborative, inclusive teaching environments.
- Understands the importance of creating positive working relationships with parents and family members of students.

Skills

- Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics).
- Recognize the roles and responsibilities of IEP and child study team members.
- Identify models of support for providing assistance in general education curricula.

- Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.
 - Identify instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities including those who are culturally and linguistically diverse.
 - Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
 - Select relevant general education and special education curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
-
- Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students with disabilities to participate in a meaningful way.
 - Identify strategies for co-planning, co-teaching, and co-assessment.
 - Identify strategies for developing successful working relationships with parents and other family members.

Dispositions

- Develop the belief that students with mild disabilities including those who are culturally and linguistically diverse can be successful learner in the general education classroom.
- Develop the belief that learning is a lifelong, collaborative process that impacts the academic and social development of individuals with disabilities and their families.
- Develop the belief that collaboration with colleagues and parents is a critical part of the special education process.
- Develop the belief that students with disabilities and typical learners can benefit from education in inclusive instructional settings.
- Develop the belief that students with disabilities have the right to receive some or all of their education in inclusive settings.

4.0 Course Topics/Methods of Instruction

Session 1: Key Terms and Concepts that Define Special Education

Session 2: Special Education Services: Legislation and Civil Rights

Session 3: Issues Related to Inclusion

Session 4: Special Education Procedures and Services

Session 5: Professional Partnerships

Session 6: Planning Instruction by Analyzing Classroom and Student Needs

Session 7: Students with Low-Incidence Disabilities

Session 8: Students with High-Incidence Disabilities

Session 9: Other Students with Special Needs.

Session 10: Assessing Student Needs/Evaluating Student Learning
Session 11: Instructional Adaptations
Session 12: Instructional Adaptations
Session 13: Strategies for Transition and Independent Living
Session 14: Responding to Student Behavior
Session 15: Approaches to Building Social Relationships

4.1 Methods of Instruction

Lectures, Whole class and Small Group Discussion, oral and written reflection on reading and field observations, guest speakers, field trips, field placement and student presentations.

5.0 Required Reading: Textbook

Friend, M. and Bursuck, W.D. (2006). Including Students With Special Needs: A Practical Guide for Classroom Teachers. Boston, MA: Allyn and Bacon, 4th edition.

Required Reading: Supplementary Textbook

Bacca, L.M. and Cervantes, H.T. (2004). The Bilingual Special Education Interface. Upper Saddle River, N.J.: Prentice Hall, Inc. (4th Edition), Chapters 12, 13, 14.

5.1 Required Reading Assignments

- a. Midterm-Chpts: 1,2,3,6,7,8
- b. Endterm-Chpts: 4,5,9,10,11,12

6.0 ASSIGNMENTS:

6.1 Field Visits: N/A

Each student will visit 5 exceptional student education programs as arranged by the instructor. If a field trip is missed, add 2 additional hours of field placement

6.2 Field Placement:

A field placement will be arranged on an individual basis where the student will gain experience in working with students with exceptionalities. Each student will spend at least 10 hours observing/and or assisting the teacher and/or observing physical, occupational and /or speech therapy. Pick up a Field Experience Student Log in ZEB 230.

6.3 Midterm and End term Examinations:

The midterm and end term examinations will utilize a multiple choice and matching format. Information covered in class discussion and assigned readings will be included.

6.4 Best Practices Research Paper: Inclusion (e-folio assignment)

The student will obtain prior approval of the topic. Read 5 journal/internet articles and the inclusive classroom observation form.

Prepare 5 page, typewritten, double spaced paper with a references and cover page using 12 point font. References should be within the last 10 years. The focus of the paper should be on curriculum and instructional adaptations, attitudes, collaboration and/or legal provisions for students with exceptionalities in an inclusive setting. Use APA writing style.

From your readings, class lectures/discussions/assignments, classroom observations, write a position paper about inclusion for students with disabilities. In your position paper, include the following:

Summarize: Describe the classroom setting you observed. Use information from the inclusion classroom observation form.

Analyze: Analyze your view of inclusion, supported by your review of literature-referencing the professional journal articles and the online resources.

Synthesize: What did you learn from the reading and observation?

Evaluate: How will your readings, class lectures, and discussions be useful to you, as a teacher of students with disabilities? Discuss best practice.

Apply: Add ideas of your own which complement your readings, class lectures, discussions and observations.

Reflect: What could you do differently, how will you ensure academic success for students?

Proofread and Edit before turning in your work! Correct grammar, capitalization, spelling, and variation in sentence structure are expected.

7.0 **GRADING CRITERIA:**

The midterm, end term, and research paper will be graded as A,B,C,D,F, or IN in accordance with criteria in the University Catalog. Each are 1/3 of the course grade. However, the Best Practices Research

Paper must be completed at a level 3 or 4 to complete the course.

The 10 hours of field placement must be met in order to complete the course.

8.0 **ACADEMIC MISCONDUCT:**

All students found responsible for academic misconduct will be subject to Academic Misconduct procedures and sanctions. Misconduct includes: Cheating-The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials. Plagiarism-The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

9.0 **DISABILITY RESOURCE CENTER**

If you have a disability and need assistance, please notify me and/or contact the Office of Disability Services for Students at 348-3532 (UP) or 940-5813 (NM). Upon contact, the Office of Disability Services for students will review your request and contact your professors or other appropriate personnel to make arrangements for appropriate modifications and/or assistance.

10.0 **THE CODE OF PROFESSIONAL DECORUM**

The Code of Professional Decorum for the Department of Educational and Psychological Studies

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Educational and Psychological Studies. These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning. This Code was developed by a committee of students and faculty.

Students and faculty in the department shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

I. Shall be Respectful of the Learning Environment

- Be punctual: Arrive to class and return from breaks on-time
 - Keep beepers and cellular phones off during class
 - Avoid disruptive conduct (i.e., any behavior that interferes with class functions)
-

II. Shall be Respectful of All Individuals in Class

- Appropriately participate in classroom discussions and activities
 - Allow equal opportunity for all class members to participate
 - Have respect for the opinions of others by voicing disagreements in a professional manner
-

III. Shall Have a Professional Commitment to Learning

- Complete and turn in assignments on time
 - Make personal efforts to get assistance from fellow classmates or faculty to facilitate learning
 - Strive for perfect class attendance
-

IV. Shall Have Professional Integrity

- Engage in academic honesty
 - If absent from class, take personal responsibility for missed content
 - Professionally represent yourself and the university at all intern sites.
-

11.0 **Rubric** (Grading Criteria)

Midterm and End term Examinations **(Multiple Choice and Matching Format)**

Objective questions drawn from assigned reading and class discussion will have 1 correct answer. Based upon a 50 question exam, the following grading scale will be applied:

1. A = 90 – 100	7. C = 70 – 74
2. A- = 88	8. C- = 68
3. B+ = 86	9. D+ = 66
4. B = 80 – 84	10. D = 60 – 64
5. B- = 78	11. D- = 58
6. C+ = 76	12. F = 56 and below

Best Practices Research Paper: Inclusion (e-folio assignment)

12.0 **Rubric** (Grading Criteria)

The research paper will be evaluated based upon the extent to which basic requirements have been met (correct number of pages including a cover page and reference page, typewritten in 12 pt. Font-double spaced, journal articles and/or internet references-correct number and current-last 10 years, appropriate writing style-APA). In addition, the following specific criteria will be applied for evaluation: clarity of ideas; organization of the information into a coherent discussion; accuracy and comprehensiveness of information; personal opinions, conclusions, and recommendations are given, implication for best practices and future research are given.

The student will receive an overall grade based upon the combined evaluation of basic requirements and specific criteria using the following scale:

1. Excellent (A, A-)	Level 4
2. Above Average Quality (B+, B-)	Level 3
3. Average Quality (C+, C)	Level 3
4. Below Average Quality (C-, D+, D-)	Level 2
5. Poor Quality (F)	Level 1

The instructor will make a qualitative evaluation with comments on basic requirements and specific criteria. The student will submit a paper copy to the instructor on the due date. When a level 3 or 4 grade is received, the student will make corrections and upload the efolio paper.

e-folio Special Education Artifacts and Rubrics

Course	EEX Teaching Students w/ Exceptionalities in Inclusive Settings
Assignment/ Artifact Generic Name	Best Practices Research Paper: Inclusion
FEAP (s) addressed	2,4,6,11
Brief summary of Task (max 150 words)	Prepare a position paper with a focus on inclusion philosophy: curriculum, instructional methods, collaboration or legal provisions for students with exceptionalities in an inclusive setting.
Task Description In Detail (from syllabus)	<p>6.4 Best Practices Research Paper: Inclusion</p> <p>The student will obtain prior approval of the topic. Read 5 journal articles and/or internet resources and the inclusive classroom observation form. Prepare a 5 page, typewritten, double spaced paper with a bibliography and cover page using 12 point font. References should be within the last 10 years. The focus of the paper should be on curriculum and instructional adaptations, attitudes, collaboration and/or legal provisions for students with exceptionalities in an inclusive setting. Use APA writing style. From your readings, class lectures/discussions/assignments, and classroom observations, write a 5 page position paper using APA style. This position paper about inclusion for students with disabilities should include the following:</p> <p><u>Summarize:</u> describe the classroom setting you observed. Use information from the inclusive classroom observation form.</p> <p><u>Analyze:</u> Analyze your view of inclusion, supported by your review of literature-referencing the professional journal articles and the online resources</p> <p><u>Synthesize:</u> What did you learn from the reading and observation?</p> <p><u>Evaluate:</u> How will your readings, class lectures, and discussions be useful to you, as a teacher of students with disabilities?</p> <p><u>Apply:</u> Add ideas of your own, which complement your readings, class lectures, discussions and observations.</p> <p><u>Reflect:</u> What could you do to ensure academic success for all students? Proofread and Edit before turning in your work. Correct grammar, punctuation, capitalization, spelling, and variation in sentence structure.</p>
Exact Contents of Artifact to be uploaded	Entire Document
File Name	EEX 3071.doc
File Type	Word document
Scoring Rubric (4 point Scale)	<p>Initial Level – (Does not meet Criteria rewrite)</p> <p><u>I. Basic Requirements</u></p> <p>misunderstanding • correct reference page</p> <p>misunderstanding • typewritten in 12 pt. Font</p> <p>misunderstanding • double spaced</p> <p>misunderstanding • correct number of journal articles and internet references</p> <p>misunderstanding • correct grammar, punctuation, capitalization, spelling, and variation in sentence structure</p> <p>misunderstanding • references within the last 10 years</p> <p>misunderstanding • use of required writing style APA</p> <p>misunderstanding • completed by due date</p> <p><u>II Specific Criteria</u></p> <p>Rarely • demonstrates critical thinking skills</p>

	Rarely • demonstrates knowledge of subject matter Rarely • synthesizes ideas from all assignments and readings Unclear • demonstrates clarity of ideas Rarely • organized and coherent discussion Major inaccuracies • accuracy of information Rarely • comprehensiveness of information Rarely • personal opinions, conclusions and recommendations given for best practice
	Introductory Level-2 (Does not meet criteria-rewrite)
	<u>I. Basic Requirements</u>

Partial	• correct reference page
Partial	• typewritten in 12 pt. Font
Partial	• double spaced
Partial	• correct number of journal articles or internet references
Partial	• correct grammar, punctuation, capitalization, spelling, and variation in sentence structure
Partial	• references within the last 10 years
Partial	• use of required writing style APA
Partial	• completed by due date
<u>II. Specific Criteria</u>	
Sometimes	• demonstrates critical thinking skills
Sometimes	• demonstrates knowledge of subject matter
Sometimes	• synthesizes ideas from all assignments and readings
Lacks Clarity	• demonstrates clarity of ideas
Sometimes	• organized and coherent discussion
Inaccurate	• accuracy of information
Sometimes	• comprehensiveness of information
Sometimes	• personal opinions, conclusions and recommendations given for best practice
Satisfactory-Level 3 (Meets Criteria/Satisfactory)	
<u>Basic Requirements</u>	
Substantial	• correct reference page
Substantial	• typewritten in 12 pt font
Substantial	• double spaced
Substantial	• correct number of journal articles or internet references
Substantial	• correct grammar, punctuation, capitalization, spelling, and variation in sentence structure
Substantial	• references within the last 10 years
Substantial	• use of required writing style APA
Substantial	• completed by due date
<u>II. Specific Criteria</u>	
Frequently	• demonstrates critical thinking skills
Frequently	• demonstrates knowledge of subject matter
Frequently	• synthesizes ideas from all assignments and readings
Generally clear	• demonstrates clarity of ideas
Frequently	• organized and coherent discussion
Generally clear	• accuracy of information
Frequently	• comprehensiveness of information
Frequently	• personal opinions, conclusions and recommendations given for best practice
Mastery-Level-4 (meets Criteria/Mastery)	
<u>I. Basic Requirements</u>	
Complete	• correct reference page
Complete	• typewritten in 12 pt font
Complete	• double spaced
Complete	• correct number of journal articles or internet references
Complete	• correct grammar, punctuation, capitalization, spelling, and variation in sentence structure
Complete	• references within the last 10 years
Complete	• use of required style APA
Complete	• completed by due date
<u>II. Specific Criteria</u>	
Always	• demonstrates critical thinking skills
Always	• demonstrates knowledge of subject matter
Always	• synthesizes ideas from all assignments and readings
Exceptionally clear	• demonstrates clarity of ideas
Always	• organized and coherent discussion
Completely accurate	• accuracy of information
Always	• comprehensiveness of information
Always	• personal opinions, conclusions and recommendations given for best practice

13.0

BRIEF CURRICULUM VITA

NAME _____ **COURSE** _____

PANTHER ID. _____

ADDRESS

HOME _____

WORK _____

PHONE NUMBER WORK _____

HOME _____

E-MAIL ADDRESS _____

CURRENT EMPLOYMENT _____

PREVIOUS EMPLOYMENT _____

VOLUNTEER WORK AND FIELD EXPERIENCE

DEGREE OR CERTIFICATE PROGRAM ENROLLED IN

_____ (PART TIME) (FULL TIME)

DEGREE OR PREVIOUS COURSES IN MR., LD., OR E.D. (TITLES)

AREA OF SPECIAL INTEREST

OTHER COMMENTS

14.0

BEST PRACTICES PAPER PROPOSAL FORM

DR. HOWARD ROSENBERG

COURSE _____

TERM _____

NAME _____

TITLE _____

STUD.# _____

BRIEF DESCRIPTION OF LEARNING OBJECTIVES

15.0

FIELD PLACEMENTS

Fingerprint clearance is required for UCP and Ruth Owens Kruse

United Cerebral Palsy

Carol Byrd (preschool/elementary)

Pam Miller (secondary /adult)

1411 NW 14 Avenue

Miami, FL 33125

(305)325-1080

Marian Center

Sister Lucia

15701 NW 37 Avenue

Opa Locka, FL 33054

(305)625-8354

Ruth Owens Kruse

Kay Kaldor

11001 SW 76th Street

Miami, FL 33173

(305)270-8699 ext. 2209

The Learning Experience

Christina Cartaya and Nora Betancourt

First Methodist Church

536 Coral Way

Coral Gables, FL 33134

(305)445-0475 call (305)279-9811

(elementary) (secondary)

ATTENDANCE SHEET

STUDENT _____

Week	School	Day & Time Attended	Supervisor's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

EEX 3012/3202

Travel Directions from FIU – University Park

Bring Quarters (6)

Park across from church in Coral Gables City Hall Parking lot

1) Learning Experience

1. Coral Way East to dead end (next to Coral Gables Country Club). The school is located in the First Methodist Church of Coral Gables (1 Block West of Le Jeune Road and Coral Way) and next to the Coral Gables City Hall or

2. Take 836 East to Le Jeune South-(see directions for N Miami and Broward) step #3.

2) Marian Center

Palmetto (826) North to NW 37th Avenue (Douglas Rd.)
Right on to Douglas or NW 37th Avenue to third traffic light (approximately 10 blocks south of 826 Palmetto). Make left turn into driveway. Meet in library located in building on you left as you enter driveway.

3 – 4) United Cerebral Palsy and Easter Seals

1. 836 or Dolphin Expressway East
2. Exit at NW 17th Avenue – Orange Bowl (1st exit after toll plaza)
3. Make left on to NW 7th Street (in front of Orange Bowl)
4. Take NW 7th Street to NW 12th Avenue
5. Make left on to NW 12th Avenue
6. Take NW 12th Avenue to NW 14th Street (in front of Cedars Hospital)
7. Make left on to NW 14th Street
8. Take NW 14th Street to NW 14th Avenue
9. Make right turn on to NW 14th Avenue
10. 1st driveway UCP-2nd driveway Easter Seals

5. Ruth Owens Kruse

1. Turnpike South to SW 88th Street or N. Kendall Drive
2. N. Kendall Drive East (stay to left to SW 117th Avenue)
3. Left turn onto SW 117th Avenue to SW 76th Street
4. Right turn onto SW 76th Street to SW 110th Avenue
5. Check in at main office

EEX 3012/3202

Travel Directions from North Miami and Broward

Bring Quarters(6)

Park across from church in Coral Gables City Hall Parking lot

1) Learning Experience

1. I 95 South to 836 West (sign says Airport) or
2. Turnpike South to Golden Glades to I 95 South to 836 West
3. Exit at Le Jeune Road South (left lane)
4. Take Le Jeune Road to Coral Way (East side of Le Jeune Road Coral Way is Miracle Mile)
5. Right on to Coral Way (there is a traffic Circle at this intersection)
6. The school is located in the First Methodist church of Coral Gables (1 block West of Le Jeune Road and Coral Way and next to the Coral Gables City Hall

2) Marian Center

1. Turnpike South to Golden Glades
2. At Golden Glades take 826 or Palmetto South/West to NW 37th Avenue (Douglas Road)
3. Left on to Douglas or NW 37th Avenue to third traffic light (approximately 10 blocks south of 826 or Palmetto)
4. Make left turn into driveway. Meet in library located in building on your left as you enter driveway

3 & 4) United Cerebral Palsy and Easter Seal

1. Turnpike South to Golden Glades
2. At Golden Glades take I-95 South
3. I-95 South to 836 West (Airport)
4. As soon as you get on to 836 West you get off immediately at first exit NW 14th Street and take it to NW 14th Avenue. Or go to second exit – NW Avenue Civic Center and follow steps 5,6,7,8
5. Exit NW 12th Avenue. Stay right (North) the exit ramp forks – North and South
6. Take NW 12th Avenue to corner (NW 14th St.)
7. Make left turn on to NW 14th Street (in front of Cedars Hospital)
8. Take 14th street 2 blocks to NW 14th Avenue
9. Right turn on to NW 14th Avenue
10. 1st driveway UCP – 2nd driveway Easter Seals

5) Ruth Owens Kruse

1. Turnpike South to SW 88th Street or N.Kendall Drive
2. N.Kendall Drive East (stay to left to SW 117th Avenue)
3. Left turn onto SW 117th Avenue to SW 76th Street
4. Right turn onto SW 76th Street to SW 110th Avenue
5. Check in at main office

19.0 Program Outcomes/Standard

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAP), and the Florida Standards for Teachers of English for Speakers of Other Languages. More information about these standards and competencies can be found following our mission statement at <http://www.fiu.edu/~edpsy/>

The understanding, skills, and dispositions for this course relate to the following standards:

- FEAPS :#S 2,3,4,5,7,8,9,10,11
- INTASC: #s 1,2,3,4,5,6,7,9,10
- CEC Standards: #s 1,2,4,5,6,7,8
- ESOL Competencies:#s 5,16,17,23,25

20.0

INCLUSIVE CLASSROOM
OBSERVATION FORM

Answer the following questions after you have been in your field placement for at least 6 of the 10 required hours. The questions should be answered outside the classroom and based on your observations. Reflect on what you have observed and then answer the questions. These questions are meant to be a guide in assisting you write your position paper (e-portfolio assignment). Your answers are for you and provide you with a directed observation. Therefore, your answers will not be graded. They will be incorporated into your research paper. **Use of this form is not required.**

I. Demographics of the classroom

1. Grade level _____
2. Subject _____
3. Total number of students in the classroom _____
4. Total number of ESE students in the classroom _____
5. Categories of ESE students _____
6. Number of adults in the classroom _____
 - a-General Education Teacher _____
 - b-ESE Teacher _____
 - c- Paraprofessional _____
 - d-Volunteer _____
 - e-other (describe) _____

I. Compare General Education and ESE students – Are students actively involved in learning?

Stay on task; participate in question and answer with teacher; socially interact with other students; ask for assistance from peers on teacher)

II. Evaluate General Education Teacher, Special Education Teacher, Paraprofessional, Volunteer, etc. Performance

Do they use appropriate strategies? (adapt curriculum and instructional strategies, use behavioral and classroom management techniques, use positive feedback, redirect off – task, behavior, communicate clearly the expectations for learning and behavior)

Dr. Howard Rosenberg
ZEB 236

348-2552 (Special Ed. Office) (To schedule an Appointment)
348-2091 (My office) (To leave a message)
rosenberh@aol.com

Office Hours
Mon.. 11:00-11:30
3:30-4:00
Wed. 11:00-1:00
3:00-4:00

EEX 3071 & EEX 5075: TEACHING STUDENT WITH EXCEPTIONALITIES IN INCLUSIVE SETTINGS
(Section 3) SUMMER, CALENDAR 2005
May 10-August 9, 2005

Week	Tuesday	Topic
1	May 10	Overview- Chpt. 1- SPED Foundations
2	May 17	Chpt. 1-SPED Foundations
3	May 24	Chpt. 2-SPED Procedures and Services
4	May 31	Chpt. 2 SPED Procedures and Services
5	June 7	Chpt.3-Professional Partnership & Chpt.5-Low incidence and (<u>e-foliopaper topic</u>)
6	June 14	Chpt. 6-High Incidence
7	June 21	Chpt. 7-Other students special needs & Review Exam
8	June 28	<u>MidTerm Exam</u>
9	July 5	Chpt. 4-Planning
10	July 12	Chpt. 4-Planning Instructional and & Chpt.8-Assessing Student Needs & Chpt.9 Instructional Adaptations
11	July 19	Chpt. 9- Instructional Adaptations
12	July 26	Chpt. 10-Strategies for Independent Learning and <u>e-folio paper due</u>
13	August 2	Chpt. 11-Evaluating student learning and Chpt. 12-Responding to student Behavior Review for Exam
14	August 9	a) <u>End Term Exam</u> b) <u>Field Attendance Sheet Due</u>

Dr. Howard Rosenberg
ZEB 236

348-2552 (Special Ed. Office) (To schedule an Appointment)
348-2091 (My office) (To leave a message)
rosenberh@aol.com

Office Hours
Mon.. 11:00-1:00 &
3:30-4:00
Wed. 11:00-1:00 &
3:00-4:00

EEX 3071: TEACHING STUDENT WITH EXCEPTIONALITIES IN INCLUSIVE SETTINGS
(Section 1) SUMMER, CALENDAR 2005
MAY 9- AUGUST 10, 2005

Week	Mon.	Topic	Wed.	Topic
1	May 9	Overview- Chpt. 1- SPED Foundations	May 11	Chpt.1-SPED Foundations
2	May 16	Chpt. 1-SPED Foundations	May 18	SPED Foundations
3	May 23	Chpt. 2-SPED Procedures & Services	May 25	Chpt.2-SPED Procedures & Services
4	May 30	Memorial Day-University Closed	June 1	Chpt.3- Professional Partnerships
5	June 6	Chpt.5-Low Incidence and <u>(e-foliopaper topic)</u>	June 8	Chpt.5 –Low Incidence
6	June 13	Chpt. 6-High Incidence	June 15	Chpt. 6- High Incidence
7	June 20	Chpt. 7-Other students with special needs	June 22	<u>Review for Midterm Exam</u>
8	June 27	<u>MidTerm Exam</u>	June 29	Chpt. 4- Planning Instruction
9	July 4	Independence Day-University Closed	July 6	Chpt. 8-Assessing Student Needs
10	July 11	Chpt. 8-Assessing student needs	July 13	Chpt. 9- Instructional Adaptations
11	July 18	Chpt. 9- Instructional Adaptations	July 20	Chpt. 9- Instructional Adaptations
12	July 25	Chpt. 10-Strategies for Independent Learning	July 27	Chpt. 10- Strategies for Independent Learning & <u>e-folio paper due</u>
13	Aug. 1	Chpt. 11-Evaluating student learning	Aug. 3	Chpt. 11- Evaluating Student Learning & Chpt. 12- Responding to student Behavior
14	Aug. 8	Review for Endterm Exam	Aug. 10	a) <u>End Term Exam</u> b) <u>Field Atteddance sheet due</u>

