Denver Teacher Residency

**CUI 4450 Education and Psychology of Exceptional Children**

**Quarter: Summer 2012**

**Dates: June 11-21 1:00-4:00**

**Howell K8**

# Instructors

Robert Frantum-Allen Cathy Warden Amy Gile

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Office Hours:  By appointment. Resident-Instructor meetings can be scheduled at Host School Sites, at 900 Grant Street, or at a mutually agreed upon site.

# Course Description

This course will explore the characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP). In addition a focused amount of time will focus on the foundational issues of specific learning disabilities in reading, writing and math.

# Course Objectives

Upon successful completion of this course, Residents will be able to:

* Explain the history of Special Education and the Individuals with a Disabilities Education Act
* Apply legally defensible concepts to IEP development
* Explain basic concepts of special education programming to a potential parent of a student who might qualify for special education
* Understand the foundations of processing disorders in reading, writing and math

# LEAP Indicators

The following LEAP Indicators will be addressed throughout this course:

* LE.1 Demonstrates knowledge of, interest in, and respect for diverse students’ communities and cultures in a manner that increase equity
* LE.4 Classroom resources and physical environment supports students and their learning
* I.3 Intentionally uses instructional methods and pacing to teach the content/language methods
* I.6 Provides differentiation that addresses students’ instructional needs and supports mastery of content/language objective(s)

# Core Questions

Through this year-long course you will examine some of the larger questions about teaching and learning:

* Whom do I serve? How do I serve? What data is valid? How do I accelerate student learning and close the achievement gap for all students?

# Required Materials/Texts

* Turnbull, Ann, Turnbull, Rud, & Wehmeyer, Michael (2010). Exceptional Lives: Special Education in Today’s Schools, 6th Edition. Upper Saddle River NJ; Pearson Prentice Hall.
* Chapman, Randy, Esq, The Everyday Guide to Special Education Law, The Legal Center, Denver CO (You can order it from this site <http://store02.prostores.com/servlet/thelegalcenter/StoreFront> ebook version $9.99)
* Moats, Louisa (2007). LETRS Foundations Book with DVD of videos: An Introduction to Language and Literacy (You can order it from this site: <http://store.cambiumlearning.com> ).
* Additional readings are to be determined and will be handed out in class.

# Honor Code Statement

All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community. Our values are defined as:

* Integrity: acting in an honest and ethical manner;
* Respect: honoring differences in people, ideas, and opinions;
* Responsibility: accepting ownership for one's own conduct.

# Accommodations for Students

The University of Denver Disability Services Program (DSP) is dedicated to giving students with disabilities an equal opportunity to participate in the University’s programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations afford students equal opportunity to participate in the University's programs, courses, and activities. If a student wants to request accommodations for a class, please contact DSP directly at 303.871.2278 or dsp@du.edu.

# Course Assignments

It is expected that all formal written work will be clear, concise, and free from significant errors in conventions of usage, punctuation, and spelling. References should be in APA style (6th edition). [www.apastyle.org](http://www.apastyle.org)

**Late Work Policy**

In this class, each assignment is due by the date indicated on the syllabus. All assignments turned in past the due date will result in a 20% deduction based on the total assignments points. Late assignments will be acceptable with the 20% penalty up until the next class date otherwise they are not accepted and will result in a score of zero.

**Plagiarism**

Plagiarism in any form is considered a serious offense throughout the university and constitutes grounds for dismissal. All work needs to be completed individually unless specified otherwise. If it comes to our attention that the work you submitted is not your own, we are required to bring that to the attention of TEP administration for appropriate action.

**Course Assignments**

Course assignments total 100 points.

Class Participation and Attendance (10 points) 10%

This is an intensive course that depends on your careful preparation of responses to the readings, your ability to pose questions that provoke discussion, and your attentive listening to colleagues and the instructor. If you miss a class then refers to the Missed Class procedure noted above. This includes timely participation on all discussion board topics in Blackboard.

Resource Notebooks (5 Points) 5%

Organize and include new content from this course into your Resource Notebook. Critical documents are noted in each daily assignment in the instructional schedule. A picture of the resource notebook must be sent to your instructor to receive these points by July 22, 2011. This notebook assignment will be consistent throughout all your special education classes.

9 Exit Slips from Face to Face Meetings  (45 points) 45%

There will be two face to face meetings during this course. An exit slip will be disseminated before the class, which must be turned in prior to leaving. A grading rubric will be attached to the exit slips.

Four Text Readings and Responses (40) 40%

There will be four reflections/summery/discussions of selected book passages and journal articles. Grading rubric will be provided with the assignment.

# Course Outline

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| **Session** | **Learning Objectives** | **Agenda/Critical Inquiry** |
| June 11, 2012  Intro to Course Meeting 1:00-4:00 | * Residents will understand the historical perspectives, legislative history, theories, philosophies and models that have shaped current Special Education practice. | 1. Introduction to the class, review class expectations  2. Big Idea “Personal Perspectives and Beliefs of Special Education”  3. Big Idea “Ableism, People First Language and Presume Competence”  4. Big Idea “History of Special Education in America”  5. Big Idea “Special Education in DPS”  Assignment: Exit Slip, place resources from class in your notebook  Readings: Turnball, Turnball and Wehmeyer, Exceptional Lives Special Education in Today’s Schools Chapter 1 |
| June 12  Meeting 1:00-4:00 |  | Assignment: Exit Slip, place resources from class in your notebook  Reading: LETERS Foundations (Chapters 1) |
| June 13  Meeting 1:00-4:00 |  | Assignment: Exit Slip, place resources from class in your notebook  Reading: LETERS Foundations (Chapters 2 & 3) |
| June 14  Meeting 1:00-4:00 |  | Assignment: Exit Slip, place resources from class in your notebook  Readings: LETRS Foundations (Chapter 4-6) |
| June 15  Meeting 1:00-4:00 | * Psychological process of writing * Review Writing Next Recommendations * Psychological process of math * Review the National Math Panel Results | Assignment: Exit Slip, place resources from class in your notebook  Readings: Extra reading assigned in class – Writing Next and National Math Panel |
| June 18  Meeting 1:00-4:00 | * .Residents will understand the historical perspectives, legislative history, theories, philosophies and models that have shaped current Special Education practice. * Residents will become familiar with The Individuals with Disabilities Education Act (IDEA) in order to effectively advocate for students and families. | Big Idea “6 Principals of Special Education ”  Big Idea “Access to the General Education Curriculum”  Assignment: Text Reading and Responses (due June 19 in class); exit slip, place resources in your note books  Reading: Turnball, Turnball and Wehmeyer, Exceptional Lives Special Education in Today’s Schools Chapter 1 and 2  Chapman, Everyday Guide to Special Education Law, Chapter 1-3, The Individuals with Disabilities Education Act, Least Restrictive Environment and Evaluating the needs of Students with Disabilities |
| June 19, 2012 Meeting 1:00-4:00 | * Residents will become familiar with the IEP process and will be able to identify relevant documents. | Big Idea “IEP Process”  Assignment: Text Reading and Responses (due June 20, in class); exit slip, place resources in your note book  Reading: Chapman, Everyday Guide to Special Education Law, Chapter 4 The Individualized Education Program  Readings: Turnball, Turnball and Wehmeyer, Exceptional Lives Special Education in Today’s Schools Chapter 4 |
| June 20, 2012 Meeting 1:00-4:00 | * Residents will be able to define characteristics of learners who have identified disabilities. * Residents will become familiar with the Response to Intervention Model (RtI) including its history, theory, process, and implementation. | Big Idea “IDEA Disabling Conditions and How to Qualify” focus on Learning Disability  Assignment: Text Reading and Responses (due June 21), 2011 by midnight); exit slip; place resources from class in your notebook  Reading: Readings: Turnball, Turnball and Wehmeyer, Exceptional Lives Special Education in Today’s Schools Chapter 5 |
| June 21, 2012 Meeting 1:00-4:00 | * Residents will become familiar with the issues and responses in culturally diverse schools | Big Idea “Cultural Responsiveness”  Big Idea The different Hats of a special educators  Big Idea Roles of other special educators  Assignment: Text Reading and Responses (due June 22 sent to your instructors email address), exit slips; resource note book presented to you instructor  Reading: Reading: Readings: Turnball, Turnball and Wehmeyer, Exceptional Lives Special Education in Today’s Schools Chapter 3 |

# Grading Rubric

The following rubric will be used to determine final grades.

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| **A (4.0)**    **A- (3.7)** | 95 -100    90-94 | **Superior attainment.**  Assignments/exams must go beyond the minimum expected in terms of quality, including but not limited to aspects such as insight, creativity, analysis, thoroughness, accuracy, mechanics and synthesis.  Work at this level demonstrates profound and progressive achievement in the expressed understanding of the principles and practices addressed in the assignment/exam.  The work is clear, precise and extremely well-reasoned.  Assumptions, inferences and intellectual processes are used effectively and creatively.  The relevant is distinguished from the irrelevant, key concepts are clarified, opposing points of view are considered, and usage of language is astute. Sensitivity to important implications and consequences is present and expressed.  Intellectual empathy and courage as well as fair-mindedness should also be evident. |
| **B+ (3.3)**    **B (3.0)**    **B- (2.7)** | 87-89    83-86    80-82 | **Average attainment.**  Assignments/exams fulfill the requirements and are generally error free in writing and formatting.  The reasoning used in the assignment/exam is sound and consistently supported by evidence.  Work at this level demonstrates achievement in the expressed understanding of the principles and practices addressed in the assignment/exam.  The work is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.  On average, assumptions, inferences and intellectual processes are used effectively.  The work demonstrates a fairly consistent ability to distinguish the relevant from the irrelevant, clarification of key concepts, consideration of opposing points of view, and average use of language. |
| **C+ (2.3)**    **C (2.0)**    **C- (1.7)** | 77-79    73-76    70-72 | **Below average attainment**.  Assignments/exams may fulfill some of the requirements.  Inconsistency or errors in writing and formatting may qualify for a grade in the C range.  Inconsistent or weak reasoning, use of language, consideration of assumptions, inferences, and implications, and a lack of precision may also qualify work for a grade in the C range.  The C-range work displays only occasional use of analysis and creativity. |
| **D+ (1.3)**    **D (1.0)** | 67-69    60-66 | **Far below average attainment.**  D-level work shows only a minimal level of understanding.  D-range work shows only occasional critical thinking but frequent uncritical thinking.  The assignments/exam are, for the most part, poorly done.  There is little evidence of reasoning and/or the use of analysis or creativity.  D-range work is lacks discipline and clarity, precision, and a lack of distinction between the relevant and the irrelevant.  Opposing points of view may not be identified nor consequences or implications. |
| **F (0)** | 59 or lower | **Failure.**  F-level work does not display critical thinking skills.  The work is vague, unreasoned, and imprecise.  There are many errors in writing, formatting, mechanics, language usage and/or reasoning.  There is a lack of distinction between the relevant and the irrelevant.  Opposing points of view are not identified nor consequences or implications. |

# Class Participation, Attendance, and Professionalism

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|  | **Not Meeting** | **Approaching** | **Effective** | **Distinguished** |
| **Attendance & Preparedness** | * Missed classes or is not punctual (missed 1 class or more than 2 tardies) * Did not complete assignment on time * Did not arrive to class with any necessary materials to actively participate | * Absence/tardiness is limited and unavoidable (no more than 1 tardy) * Has most materials readily available to actively participate in class, however missing some | * Attends class in the entire scheduled time allotments – neither absent nor tardy * Completes assignments on time * Has all necessary materials to actively participate in class | * Attends class in the entire scheduled time allotments – neither absent nor tardy * Completes assignments on time * Has all necessary materials to actively participate in class, and brings additional tools/resources that add to the class session |
| **Participation** | * No or limited contribution to class discussions. * Does not listen to colleagues or instructor | * Contributes only when called upon or may dominate conversational floor. * Supports points, primarily through references to lived experience. Seldom supports statements with references to course readings or outside sources. * Listens with some attention to others | * Contributes to class discussions. Offers questions and comments that make thoughtful and/or clarifying points. * Supports points through references to both course readings and lived experience. * Listens with attention to others | * Contributes regularly to class discussions and invites others to participate in conversation in ways that raise the level of discussion. * Supports points with pertinent citations from readings, and/or references to lived experience. * Contributions show synthesis of information across courses and experiences in the field * Listens with attention to others |
| **Professionalism:**   * Is professional in appearance and demeanor * Ensures all conversations about students are objective, respectful, confidential, and advocate for student success * Builds and maintains professional relationships that are results-oriented, using effective communication strategies | * Is disrespectful or inappropriate * Is not professional in demeanor | * Occasional lapse in professional behavior but responds positively to feedback. | * Consistently demonstrates positive professional behavior | * Consistently demonstrates positive professional behavior and respectfully encourages others to do so |

**Missed Class**

Notify the instructor promptly if you are unable to attend class. Refer to the above rubric for implications regarding lowered grades due to missing class. Any class that is missed will require a completion of a make-up assignment as determined by course instructor at that time.

* **Colorado Standards for Generalist Special Education Teacher addressed in this class**
* Colorado Department of Education Special Education Specialist competencies addressed in this course:
* 9.06  (6)  (d)  follow procedures specified in state, federal and local regulation and policy, and can:
* 9.06  (6)  (d)  (i)  identify and provide pre-referral intervention(s) to determine the least restrictive learning environment for a student, whether in special or general education setting(s), as determined by the special education assessment process.
* 9.06  (6)  (d)  (ii)  communicate to a variety of stakeholders, about the applicable history and foundations of federal, state, and local policy, and the legal requirements that provide the basis for special education and its practice(s).
* 9.06  (6)  (d)  (ii)  communicate to a variety of stakeholders, about the applicable history and foundations of federal, state, and local policy, and the legal requirements that provide the basis for special education and its practice(s).
* 9.06  (6)  (d)  (iii)  communicate effectively, to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.
* 9.06  (6)  (d)  (iv)  communicate to a variety of stakeholders about the rights and responsibilities of parents, students, especially those with disabilities, teachers, other professionals, and schools, as related to special education.
* 9.06  (6)  (d)  (v)  make ethical decisions, with regard to identification, assessment, instructional, and service delivery, for students in special education.
* 9.06  (6)  (d)  (vi)  coordinate, schedule, and supervise para-educators, to ensure that students' education programs are implemented effectively.
* 9.06  (6)  (e)  develop and implement mandated, and other, individualized education plans related, but not limited to:
* 9.06  (6)  (e)  (i)  student education, behavior, and transition, in collaboration with parents, students, and other education professionals.
* 9.06  (6)  (e)  (ii)  measurable goals, objectives, and adaptations, as based on student need.
* 9.06  (6)  (f)  collect data on student achievement, incorporated into the development of Individualized Education Plans (IEP), and;
* 9.06  (6)  (f)  (i)  assess and report progress regarding student attainment of annual goals and objectives.
* 9.06  (6)  (f)  (ii)  modify student plans, in a timely way, based on student data.
* 9.06  (6)  (g)  consult with other professionals on the development of a student education plan, with regard to strategies which may be applied when a medical condition or medication must be considered, in terms of its current or potential effect on a student's learning and/or behavior.