Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECSE 3220
Professional Roles and Relationships in Special Education
3 SEMESTER HOURS
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Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions

on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Candidates will learn how to develop the Individualized Education Program (IEP) document and prepare for and conduct the IEP meeting; advocate for and communicate effectively with parents; and use collaborative skills and culturally responsive practices to resolve conflicts and build consensus across professional partnerships. Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Bateman, B. D. & Linden, M. A. (2012). Better IEPs: *How to develop legally correct and educationally useful programs* (5th ed). Verona, WI: Attainment Company.

Bateman, B. D. & Herr, C. M. (2006). *Writing measurable IEP goals and objectives* (2nd.ed.). Verona, WI: Attainment Company.

COURSE OBJECTIVES

Candidates will:

1. Discuss the legal mandates outlined in the Individuals with Disabilities Education Act (IDEA) for the provision of special education and related services (InTASC 4, 7, 9, 10)
2. Describe the roles and perspectives of team members based on their experiences and cultural norms, and critical aspects of effective team functioning (InTASC 9, 10) (DL2.1)
3. Discuss appropriate methods for collaborating with parents, teachers, and other professionals in the IEP development process (InTASC 10) (EDL$_{2.1}$)
4. Analyze interactions with parents and other professionals, using appropriate frames of reference (InTASC 9) (DL3 .2)
5. Write legally correct present levels of academic achievement and functional performance (PLAAFP) statements for students with disabilities based on assessment data (InTASC 1, 2, 6) (AL$_{2.3}$)
6. Identify appropriate methods of data collection for evaluation of IEP goals and objectives (InTASC 6) (AL$_{1.1,}$ AL$_{1.2}$)
7. Write measurable annual goals for students with disabilities based on state standards and PLAAFP (InTASC 1, 2, 6) (FL$_{1.2,}$ AL$_{2.3}$)
8. Write measurable short-term objectives or benchmarks for students with disabilities based on assessment data and goals (InTASC 1, 2, 6)
9. Write instructional arrangements in the IEP (including modifications and accommodations) needed for the delivery of an appropriate individualized educational program (InTASC 2, 3,7) (AL$_{2.3}$)
10. Identify conflict resolution strategies to support collaborative teaming (InTASC 10) (TL1.3, 2 .3)

11. Discuss protocol and professional practice during IEP meetings (InTASC 9) (EDL.1_1)
12. Reflect upon interpersonal communication that evidences basic understanding and sensitivity to diversity in collaborative relationships (InTASC 9) (DL1 .2 , 2 .1 , EDL3 .2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Assignments: Students are expected to (a) read the assigned readings and be prepared to participate in discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class and activities and assignments.

Assignments:

- Discussion Question Assignments
- In-Class Graded Activities
- Writing Measurable Goals Assignment
- IEP Assignment
- IEP Collaboration Project

3. Requirements
   The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

Assignment	Individual Value	Point Value
In-Class Graded Activities	5 @ 20 pts. each	100
Discussion Question Assignments	4 @ 20 pts. each	80
Writing Measurable Goals Assignment	1 @ 20 pts.	20
IEP Assignment	1 @ 50 pts.	50
IEP Collaboration Project	1 @ 100 pts.	100
Total		**350**

COURSE EVALUATION

Final grades will be earned using the following criteria:
   90 – 100% = A
   80 – 89%   = B
   70 – 79%   = C
   60 – 69%   = D
   59% and below = F

LATE ASSIGNMENT POLICY
All assignments are to be submitted in the Blazeview course shell by the due date indicated in the course schedule. *Late submissions of assignments within less than three days from their due date will result in a 10% reduction* of the total points earned for the assignment. **Submissions later than three days from the due date <u>will not</u> be accepted** and **thus <u>will not earn any points.</u>**

CLASSROOM EXPECTATIONS
Students are expected to interact with fellow classmates and the course instructor in a respectful and

professional manner at all times. Behaviors that prevent the instructor from teaching and prevent other students from learning are not acceptable. These behaviors include such things as (1) talking to others/interrupting when someone else has the floor; (2) using cell phones to talk, or send/receive texts; (3) using other electronic/mobile devices for non-class related activities; and (4) habitual late arrivals and/or early departures.

ATTENDANCE POLICY
Candidates are expected to participate in class each week as indicated throughout the semester. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination…. Instructors are required to maintain records of class attendance… It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

PROFESSIONALISM
The following areas describe the professional expectations for all teacher candidates in the Dewar College of Education and Human Services. (These expectations were developed by faculty in the Department of Middle Grades, Secondary, Reading, & Deaf Education.)

Professionalism – Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism-Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus. Professionalism - Assignments: All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses. Statement on Academic Integrity Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT
Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.