

SPEC 8020
Characteristics of Effective School Structure for Children and Youth With
Disabilities
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(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.

REQUIRED TEXTBOOKS

All required readings provided by the instructor through the online Learning Modules.
LiveText Portfolio

COURSE DESCRIPTION

An application of the effective schools literature to programs for children and youth with disabilities in school settings.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

Advanced candidates will:

1. assess school practices related to effective schools for children and youth with disabilities through observations and interviews with building principal, special education and general education teachers and other professionals and paraprofessionals using a variety of data collection techniques; (CFS IV)

2. describe in writing effective school practices (learning environments) from practices without empirical support from the current professional literature;
(CFS II, III)

3. cite and summarize in writing empirical studies and their authors, that describe effective school practices for children and youth with disabilities; (CSF III)

4. write descriptions of effective (those with empirical support) school practices that encourage positive and reciprocal interactions between families, students with disabilities and professionals within a school environment based on assessment data and current literature; (CFS II, III, IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Collaboration Log with Building Principal. Document at least 20 hours field experience hours collaborating with a school principal. Activities to include, but not limited to classroom observations (with appropriate permissions), review of teacher lesson plans, planning in-service

and other professional activities (building committees and departmental meetings), disciplinary actions, and other such activities that are appropriate to the building. A log is required that describes the purpose of the activity, what happened and the consequence of each activity. (CO 1)

2. Building Assessment. Assess through school records and direct observation the effectiveness of a school to implement practices that promote success for children and youth with disabilities using the demographics from the effective schools research as a benchmark. Assessment tools will be provided. (CO 1, 2)

3. CAP and Ongoing Assessment Procedures. Write a corrective action plan (CAP) and procedures for ongoing assessment for the integration of effective schools strategies that impact learning environments for children and youth with disabilities into the school setting from one area deemed deficient from item 2 above. (CO 1, 2)

4. Self COE Assessment. Self-assess teaching a 15 to 30 minute lesson with your students (using video) and compare collaborating school principal's rating using the COE Advance Observation Instrument. (CO 1)

5. Special Education Teacher COE Assessment. Assess a special education teacher teaching a 15 to 30 minute lesson (using a video chosen by school principal and with permission from teacher) and compare and collaborate with school principal's rating on the COE Advance Observation Instrument to write recommendations and procedures for ongoing assessment of recommendations. (CO 1, 4)

6. Discussion Board Issues Responses. Write responses to issues posted by course instructor regarding characteristics of effective schools strategies that impact students and their learning with course colleagues on topic discussion boards. (CO 2, 3, 4)

7. Research on Effective Schools Review of Literature. Write a review of related literature on research on effective schools for children and youth with disabilities (minimum 15 citations) on the topic "effective schools for children and youth with disabilities". The paper must be written using APA format. (CO 3)

8. Discussion Board Literature Review Responses. POST review of related literature to discussion board for colleagues' reflections and comments. (CO 3)

9. Final Examination. Complete a final exam. The final will cover information from all Learning Modules, discussions boards, and other assigned readings and assignments. (CO 1, 2, 3, 4)

General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.

2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be posted on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

COURSE EVALUATION

*Assignments to be submitted to LiveText portfolio.

Assignment	Point Value	Assignment
1.	25	Collaboration Log with Building Principal
2.	50	Building Assessment
3.	50	*CAP and Ongoing Assessment Procedures
4. & 5.	50	*Self and Special Education Teacher COE Assessment 2 @ 25 each (*Self Assessment only)
6.	50	Discussion Board Issues Responses 5 @10 points each
7.	50	*Research on Effective Schools Review of Literature
8.	10	Discussion Board Literature Review Responses
9.	50	Final Exam
	335	Total Points

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

Grading Scale

A = 335-301

B = 300-268

C = 267-234

D = 233-201

F = 200 and below

ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

PROFESSIONALISM

Advanced candidates are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESS OFFICE

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can 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 access the results. Complete information about the SOIs, including how to access the survey and a timetable for this survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Paulette B. Taylor, Ed. D.
Office Number: Off-campus
Telephone Number: 912-281-6151
Email Address: pbtaylor@valdosta.edu