

FSA 683-601: Special Education Administration
Fall 2014
SUNY Cortland
School of Education
Foundations and Social Advocacy Department

Instructor: Dr. Joshua Bornstein, Adjunct Professor, FSA
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Course Information: FSA 683 Special Education Administration

Credit Hours: 3
Semester/Year: Spring 2014
Location: VH 223
Day/Time: Tuesdays, 4:20-6:50 pm

SUNY Cortland Conceptual Framework

Teacher Education at SUNY Cortland is built upon the foundation of liberal learning and the development of teachers who have exceptional pedagogical knowledge and skills. The foundation of liberal learning informs the professional education strand in an innovative thematic approach that emphasizes personal responsibility and global understanding that encourages the construction of communities committed to enacting social justice. We prepare our teacher candidates to know the world in ways they do not when they come to us, and to spark or fuel a love of teaching and of learning that is so strong and so appealing that their future students will be drawn into it themselves. Graduates of SUNY Cortland's teacher education program will be prepared to contribute to their communities and to the democratic development of society.

Overview of Course: This course is required as part of the Master's in Education, Teaching Students with Disabilities program. The purpose of the course is to provide graduate students with an understanding of the Special Education law in society and particularly, in schools. Students in this class may wish to pursue a career in Special Education Administration and will benefit from content in working effectively with others as an administrator.

Course Objectives: The content for the course will be covered in three discrete module with interactive problem-solving in each. Students are required to master information in each module and to prepare assignments to a professional, graduate level of competence. The modules are:

Module 1: Special Education Laws and Cases
Module 2: Inclusive Leadership

Module 3: Application in Case Studies

Major Questions to Explore during the course:

1. What are the legal requirements in special education administration?
2. How do teachers effectively work with teams and parents?
3. What are considered best practices?
4. What lessons can we learn from others' experiences?
5. How do we make decisions as administrators?

Specific Course Objectives: (NCATE accredited using CEC standards)

1. Demonstrate knowledge and application of appropriate terminology related to different disabilities, general assessment procedures, and relevant definitions, and categories of disabilities [CEC GCK1-7; S1-3]
2. Summarize findings, make suggestions and recommendations for IEP goals, family support needs, further study, training and other relevant recommendations [CEC CC7K1-5; S1-8; K1-4; GC7K1-5; S2]
3. Work collaboratively with school personnel, the child, and the family to support achieving his/her IEP goals [CEC k1, 8; CC3K3-4]
4. Demonstrate knowledge of laws, policies, ethical principles regarding educating students with disabilities [CEC K1-5]

The complete narrative standards can be found at

www.cec.sped.org/ps/perf_based_stds

CEC standards are aligned with the Interstate New Teacher and Assessment and Support Consortium's (INTASC) Model Standards for teacher licensure. Find them at

www.ccsso.org/content/pdfs/corestrd.pdf.

Required Text:

Wright, Peter & Wright, Pam. (2011) Wrightslaw

Course Attendance Policy: This is a graduate class. Students are expected to attend every class. In case of an emergency, please notify the professor via phone or email as soon as possible. As a courtesy to your group members, please let someone in your work group know, in advance, if you plan to be absent. Missing classes without a reasonable explanation will affect your module grade. Excessive absences will also affect your final grade.

Working Agreements for Our Learning Community:

- Participate.
- Listen for understanding.
- Speak with respect.
- Share the "air" time.
- Stay focused.

- Stay positive.
- Say what is true for you.
- Take care of yourself.
- Keep a record of the learning.
- Start and end on time.

Required Course Activities and Assignments.

All assignments are to be turned in via Blackboard. Specific rubrics for each activity/assignment are also available on Blackboard.

1. **Case study analysis (25%).** In small groups of four, using a cooperative learning framework, please analyze a legal case involving some aspect of special education law. Your group should consider various perspectives of stakeholders and provide an analysis of the situation. Finally, recommendations including best practices should be provided. Each group will teach this information to the full class using a Powerpoint, Keynote, Prezi, or other format, including handouts and activities as deemed appropriate.
2. **Midterm exam (25%).** This exam will contain questions related to special education law and cases. Please begin the exam in class, and complete by midnight on 10/15/2014.
3. **Journals (15%).** Please write three journal entries discussing the readings and materials. See the calendar for your due dates.
4. **Leadership Philosophy and Challenges (10%).** This assignment will be completed in two parts. At the beginning of the course, please compose a statement of your philosophy of leadership regarding teaching all students. Include in this statement a description of the challenges that you particularly see ahead for yourself. At the end of the course, please revisit and revise this assignment, with clear consideration of what you have learned during the semester.
5. **Critiquing Disability in Cultural Products (5%).** Critically evaluate a cultural or artistic product that includes representations of disability. Many media are open to you: film, literature, art, fashion, news, advertising, children's literature, drama, music.... Your critique should reference course readings and other relevant outside sources. Your final product is a 10-minute class presentation and a 1-2 page outline. We will sign up for presentation dates in our first class session.
6. **Active Participation and Attendance (20%).** We are moving beyond being a classroom of graduate students to a cohort of teaching professionals. We recognize that together, we can support and challenge ourselves to become extraordinary educators. We therefore have high expectations of each other, including the courage to:
 - Attend every session, demonstrating that this learning is a high priority in our professional lives.
 - Share our own goals, strengths and concerns, successes and failures;

- Provide specific praise and critique to each other;
- Ask challenging questions;
- Show up to class informed, and leave class committed to pursue a topic further when necessary;
- Hold each other accountable for the above.

Accommodations: If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services, located in B-40 Van Hoesen Hall, or call 607-753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

CLASS CALENDAR

Date	Topic
Introduction: Who are we and what can we expect from this course?	
8/26	Introductions and Syllabus Review
9/2	<p>How to understand disability, inclusion and law?</p> <p>READING:</p> <ul style="list-style-type: none"> • Kanter (2013). The Relationship between Disability Studies and Law. • Baynton (2001). Disability and the Justification of Inequality in American History. • Hehir (2002). Eliminating Ableism in Education. • Hehir (2011). Reflections on Inclusion. <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> • Leadership Philosophy and Challenges • Journal 1: Group A
Module 1: What is the grounding in laws as written and as interpreted in court?	
9/9	<p>Legislation: IDEA, Part 200, Section 504, and ADA.</p> <p>READING:</p> <ul style="list-style-type: none"> • Wright and Wright (2006). Chpts 13-15, 19. • University of the State of New York (2002). Special Education in New York for Children Ages 3-21: A Parent's Guide. • University of the State of New York (2014). Part 200: Students with Disabilities. <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> • Journal 1: Group B.
9/16	<p>FAPE and LRE</p> <p>READING:</p> <ul style="list-style-type: none"> • Wright and Wright (2006). Chpts. 16 and 17. • Capper and Frattura (2009). Setting the Stage: The Social and Legal Impetus for Services Rather than Programs in Integrated, Fully Just

Date	Topic
	<p>Schools.</p> <ul style="list-style-type: none"> Hosp and Reschly (2004). Disproportionate Representation of Minority Students in Special Education: Academic, Demographic, and Economic Predictors.
9/23	<p>Evaluations, RTI/PBIS, and IEPs</p> <p>READING:</p> <ul style="list-style-type: none"> Skiba (2002). Special Education and School Discipline: A Precarious Balance. Sugai, et al. (2000). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. Jimerson, Burns, and VanDerHyden (2007). Response to Intervention at School: The Science and Practice of Assessment and Intervention. Ferri, B. A. (2011). Undermining inclusion? A critical reading of response to intervention (RTI). PACER Center (2014). School Discipline of Minnesota Students with Disabilities. http://www.pacer.org/school-discipline-information/ <p>ASSIGNMENT:</p> <p>Journal 1: Group C.</p>
9/30	<p>Due Process</p> <p>READING:</p> <ul style="list-style-type: none"> Wright and Wright (2006). Chapt. 18. Getty and Summy (2004). The Course of Due Process. <p>ASSIGNMENT:</p> <p>Journal 1: Group D.</p>
10/7	<p>Case Law</p> <p>READING:</p> <ul style="list-style-type: none"> Wright and Wright (2013). Overview of Special Education Case Law. <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> Journal 2: Group A.
10/14	<p>Midterm test</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> Cultural Presentations. Journal 2: Group B.
10/21	FALL BREAK: NO CLASS
Module 2: How can we lead for inclusion?	
10/28	<p>Effective Leadership</p> <p>READING:</p> <ul style="list-style-type: none"> Wright and Wright (2006). Chaps. 4-7. Harry (2008). Collaboration with Culturally and Linguistically Diverse Families: Ideal Versus Reality. Dabkowski (2004). Encouraging Active Parent Participation in IEP Team Meetings.

Date	Topic
	<ul style="list-style-type: none"> • Capper and Frattura (2009). Integrated Comprehensive Services. • CADRE National Center on Dispute Resolution in Special Education (2014). IEP Facilitation Training Video Resources. http://www.directionservice.org/cadre/fieptrainingvideos.cfm . Clips 1-12. ASSIGNMENTS: <ul style="list-style-type: none"> • Cultural Presentations • Journal 2: Group C.
11/4	<p>Conflict Resolution</p> READING: <ul style="list-style-type: none"> • Wright and Wright (2006). Chaps. 21-26. • Mueller and Piantoni (2013). Actions Speak Louder than Words: How Do Special Education Administrators Prevent and Resolve Conflict with Families? • CADRE National Center on Dispute Resolution in Special Education (2014). IEP Facilitation Training Video Resources. http://www.directionservice.org/cadre/fieptrainingvideos.cfm . Clips 13-16. ASSIGNMENTS: <ul style="list-style-type: none"> • Cultural Presentations • Journal 2: Group D.
11/11	<p>Leadership Role Plays</p> READING: <ul style="list-style-type: none"> • Frattura and Capper (2007). Integrated Comprehensive Services (ICS). ---- Using State and Federal Regulations to Leverage ICS. ASSIGNMENTS: <ul style="list-style-type: none"> • Cultural Presentations • Journal 3: Group A.
11/18	<p>Planning for Change</p> READING: <ul style="list-style-type: none"> • Whitcher, et al (2010). Community Organizing Handbook, pp. 3-7, 18-29, 32-34. • Bornstein (2014). "Will This Student Ever Have a Moment Where They Know What's Right and What's Wrong?" ASSIGNMENTS: <ul style="list-style-type: none"> • Leadership Philosophy and Challenges REVISED • Cultural Presentations • Journal 3: Group B.
Module 3: How do these lessons work when we apply them to thorny dilemmas?	
11/25	<p>Case Study Work Session</p> ASSIGNMENTS: <ul style="list-style-type: none"> • Cultural Presentations

Date	Topic
	<ul style="list-style-type: none"> Journal 3: Group C.
12/2	Case Study Presentations I ASSIGNMENTS: <ul style="list-style-type: none"> Problem Solving Presentations Cultural Presentations Journal 3: Group D.
12/9	Case Study Presentations II ASSIGNMENTS: <ul style="list-style-type: none"> Problem Solving Presentations Cultural Presentations

Bibliography

- Baynton, D. C. (2001). Disability and the justification of inequality in American history. In P. K. Longmore & L. Umansky (Eds.), *The new disability history: American perspectives* (pp. 33-57). New York: New York University Press.
- Bornstein, J. A. (2014). *"Will This Student Ever Have a Moment Where They Know What's Right and What's Wrong?"*. Dissertation Chapter. Cultural Foundations of Education. Syracuse University.
- CADRE National Center on Dispute Resolution in Social Education. (2014). IEP Facilitation Training Video Resources. Retrieved 08/13/2014, 2014, from <http://www.directionservice.org/cadre/fieptrainingvideos.cfm>
- Campoy, R. W. (2005). Case Studies of Students with Exceptional Needs *Case Study Analysis in the Classroom* (pp. 77-114). Thousand Oaks, CA: Sage Publications.
- Capper, C. A., & Frattura, E. M. (2009). Setting the Stage: The Social and Legal Impetus for Services Rather than Programs in Integrated, Fully Just Schools *Meeting the Needs of Students of All Abilities: How Leaders Go Beyond Inclusion* (2nd ed., pp. 7-11). Thousand Oaks, CA: Corwin Press.
- Dabkowski, D. M. (2004). Encouraging Active Parent Participation in IEP Team Meetings. *Teaching Exceptional Children*, 36(3), 34-39.
- Ferri, B. A. (2011). Undermining inclusion? A critical reading of response to intervention (RTI). *International Journal of Inclusive Education*. doi: 10.1080/13603116.2010.538862
- Ferri, B. A., & Connor, D. J. (2006). Challenging Normalcy: Dis/ability, Race, and the Normalized Classroom *Reading Resistance : Discourses of Exclusion in desegregation & inclusion debates* (pp. 127-141). New York: Peter Lang.
- Frattura, E. M., & Capper, C. A. (2007). Using State and Federal Regulations to Leverage ICS and Social Justice *Leading for Social Justice: Transforming Schools for All Learners* (pp. 217-226). Thousand Oaks, CA: Corwin Press.

- Frattura, E. M., & Capper, C. A. (2007). Integrated Comprehensive Services (ICS) *Leading for Social Justice: Transforming Schools for All Learners* (pp. 3-26). Thousand Oaks, CA: Corwin Press.
- Getty, L. A., & Summy, S. E. (2004). The Course of Due Process. *Teaching Exceptional Children*, 36(3), 40-43.
- Harry, B. (2008). Collaboration with Culturally and Linguistically Diverse Families: Ideal Versus Reality. *Exceptional Children*, 74(3), 342-368.
- Hehir, T. (2002). Eliminating Ableism in Education. *Harvard Educational Review*, 72(1), 1-32.
- Hehir, T. (2011). Reflections on Inclusion. In R. P. Elmore (Ed.), *I Used to Think...And Now I Think...* (pp. 57-64). Cambridge, MA: Harvard Education Press.
- Hosp, J. L., & Reschly, D. J. (2004). Disproportionate Representation of Minority Students in Special Education: Academic, Demographic, and Economic Predictors. *Exceptional Children*, 70(2), 185.
- Kanter, A. S. (2013). The Relationship between Disability Studies and Law. In A. S. Kanter & B. A. Ferri (Eds.), *Righting Educational Wrongs: Disability Studies in Law and Education* (pp. 1-37). Syracuse: Syracuse University Press.
- Mueller, T. G., & Piantoni, S. (2013). Actions Speak Louder than Words: How do Special Education Administrators Prevent and Resolve Conflict with Families? *The Journal of Special Education Apprenticeship*, 2(2), 1-15.
- PACER Center. (2014). School Discipline of Minnesota Students with Disabilities: Parent Information. Retrieved 08/13/2014, 2014, from <http://www.pacer.org/school-discipline-information/>
- Skiba, R. J. (2002). Special Education and School Discipline: A Precarious Balance. *Behavioral Disorders*, 27(2), 81-97.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., . . . Rued, M. (2000). Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. *Journal of Positive Behavior Interventions*, 2, 131-143.
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- Whitcher, J., Coyne, F., McCauley, S., & Rauenhorst, S. (2010). *Community Organizing Handbook* (2nd ed.).
- Wright, P., & Wright, P. (2006). *Wrightslaw: From Emotions to Advocacy* (2nd ed.): Harbor House Law Press.
- Wright, P., & Wright, P. (2013). Overview of Special Education Caselaw *Special Education Law* (2nd ed., pp. 335-342). Hartfield, VA: Harbor House Law Press.

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Instructor: Joshua Bornstein
Contact Info: Email: jabornst@syr.edu
Phone: 607-216-7387
Office: Huntington 159
Office Hours: After class or by appointment

Class Hours and Location		
Date	Time	Location
Jan. 12	3:45-5:05	School of Management 013
Jan. 19	MLK Birthday: NO CLASS	
Jan. 26	3:45-5:05	School of Management 013
Feb. 2 and Feb. 9	1:45-3:35	Huntington 103
Feb. 16	3:45-5:05	School of Management 013
Feb. 23	1:45-3:35	Huntington 103
Mar. 2	NO CLASS	
Mar. 6 (Friday) Tech Day I Mid-Term Conferences	9:00-1:00 1:00-2:00	TBA
Mar. 9	Spring Break: NO CLASS	
Mar. 16, Mar. 23, Mar. 30, and Apr. 6	1:45-3:35	Huntington 103
Apr. 13	3:45-5:05	School of Management 013
Apr. 17 (Friday) Tech Day II	By appointment	TBA
Apr. 20	1:45-3:35	Huntington 103
Apr. 27	3:35-5:05	School of Management 013

Course Description: This seminar is an opportunity to explore issues that arise from the first extended field placement on the path to becoming an elementary teacher. We will give considerable attention to reflecting individually and collectively on our own teaching prowess and the environments in which we work. Recognizing that the teacher is the lynchpin to schooling, which creates powerful and capable students, we will address topics such as effective use of assessment, classroom management, and being part of an instructional team. As part of the reflective process, we will also work at documenting Block II experiences in our teaching portfolios.

Essential Questions:

- What is a powerful teacher?
- How do educators create environments that facilitate students' performance of what they know and are able to do?

NCATE Proficiencies:

- 1.1 Critically reflects on own teaching and professional development.
- 1.2 Critically reflects on his/her students' learning.

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- 1.3 Clearly explains purposes & approaches to various audiences.
- 1.4 Grounds reflections and explanations in current theory & research.
- 1.5 Grounds reflections & explanations in personal philosophy of teaching & learning.
- 3.3 Plans & implements lessons to make effective use of technology.
- 3.4 Sustains respectful, cooperative, challenging, culturally responsive learning environments
- 5.1 Works collaboratively/respectfully with colleagues & school staff

Evidence of Learning:

Rubrics for assessing each piece of evidence will be included as separate documents well in advance of due dates.

Assignments completed out of class should be submitted to [SyrCLE](#) as attachments. Written work should be completed either in Microsoft Word or AppleWorks format, 12-point font, double spaced. Audio should be saved as mp3 files. Video may be uploaded to YouTube, with link provided in SyrCLE. Visual art should be scanned and submitted to SyrCLE.

- Class participation (20 pts.) A key goal of Block II is moving beyond being a classroom of college students to a cohort of teaching professionals. Together, this cohort can support and challenge each other to become extraordinary educators. We have high expectations of each other, including the courage to:
 - Share our own goals, strengths and concerns, successes and failures;
 - Provide specific praise and critique to each other;
 - Ask challenging questions;
 - Show up to class informed when necessary, and leave class committed to pursue a topic further when necessary;
 - Hold each other accountable for the above.Therefore, attendance and participation in classroom discussions and activities will be a substantial portion of this semester's grade.
- Field placement (30 pts. = Placement A 10 pts. + Placement B 20 pts.) Moving into significant work as a professional is the core of Block II. The NCATE rubric delineates the proficiencies and dispositions that are critical for teaching professionals. Successful performance in Block II field placements is expected to grow from Placement A to Placement B. Furthermore, this is a key indicator of the ability to proceed to student teaching. The entire Block II faculty will consult on this portion of the grade, awarding 0, 5, or 10 points for Placement A and 0, 10, or 20 points for Placement B.
- Mock interview excerpt (10 pts.) Prepare a portion of an elementary teaching interview. Specifically, pretend you are applying for a job in Ithaca. The Ithaca

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district has set a priority goal of “eliminating class, race, and disabilities as predictors of academic success.” Prepare a 5 minute oral answer to this question: “What do you bring as a teacher that will help address Ithaca’s equity goal?” Please make your presentation in class and turn in an outline of your answer on SyrCLE.

- Due Feb. 23.
- Personal philosophy of teaching (10 pts.) Your personal philosophy from Block I was a beginning. With the experience and learning you have gained in Block II, your philosophy should be more sophisticated. Revise and extend your philosophy with this in mind. The format is up to you—bullets or prose—but the full piece should be concise. This version of your philosophy can be inserted in your e-portfolio. A video or audio supplement up to five minutes may also be submitted, using the written version as an outline.
 - Due Apr. 6.
- Classroom management plan (10 pts.) Compose a plan for how you intend to teach children to be people of good character. Your plan should include expectations and consequences, the methods of enacting them, and how you intend to arrive at them. Three formats are possible: 1) A prose description of the expectations and consequences, as in the samples on SyrCLE; 2) a graphic organizer of the plan, including expectations and consequences; 3) a 5-10 minute video or audio recording of you explaining the plan to an audience of either your students in class, their parents at Back to School Night, or your principal in a one-on-one meeting.
 - Due Apr 13.
- Field placement reflections (10 pts. = Reflection A 5 pts. + Reflection B 5 pts.) For each field placement, compose a self-critique which addresses three basic questions:
 - What strengths of mine were brought out in this placement?
 - What should I be sure to work on in my next placement because a) I did not get a chance to do it here, b) did not do so well with it this time, or c) I want to extend and expand something I did well?
 - What surprised me in this placement?May be completed in any of four formats: Written prose, 2 pages, double-spaced, 12-point font.
 - Written or recorded performance of original poem or song. Performances should be under ten minutes. Performances should be recorded as audio or video and submitted to SyrCLE. (Videos can be uploaded to YouTube, and then have a link submitted to SyrCLE.)
 - Triptych artwork, animated video. Scan and submit to SyrCLE.
 - Dramatic or comedic short written or performed, intended for an audience of your colleagues. Dialogues are allowed as cooperative pieces, but individual reflections must be clearly distinguishable. Performances should be recorded and submitted to SyrCLE. (Videos can be uploaded to YouTube, and then have a link submitted to SyrCLE.)

Due dates: Placement A reflection due Mar. 2. Placement B due Apr. 27.

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- E-Portfolio of Block II Learning (10 pts.) The purpose of your portfolio is to give you an opportunity to demonstrate your pre-professional knowledge and growth through critical reflection and through teaching artifacts. The portfolio is also a way for faculty to evaluate growth and competency related to specific proficiencies and dispositions. Time to work on their portfolios with assistance from the *Living School Book* on Friday, Apr. 17 (Technology Day II) and during several class sessions. The required elements will be discussed in class along with *Portfolio Guidelines*, which describes the required elements.
 - Portfolio due to be saved on SyrCLE on May 4.
 - Portfolio presentations scheduled for May 5 and 6.

Policies and Procedures:

Grading:

A	96-100	B+	88-89	C	70-79
A-	90-95	B	84-87	D	60-69
		B-	80-83	F	below 60

Class Attendance

Attendance and punctuality are mandatory. The majority of our class time will be spent discussing and interacting with each other. Thus, absences will be considered “excused” for university-required events, medical, or other emergency situations in accordance with university policy.

It is the policy of Syracuse University that no student should be refused admission or be expelled because he or she is unable to participate in any examination, study, or work requirement because of his or her religious holy day requirements. An opportunity will be provided to make up any examination, study, or work requirements that may have been missed because of an absence due to a religious observance providing that the instructor has been notified in writing one week before the absence. No fees will be charged to the student for the costs incurred by the University for such makeup work. In effecting this policy, the University agrees that no adverse or prejudicial effect should result to any student who avails herself or himself of its provisions. Should a student plan on missing a class due to a religious observance, they must submit the request in writing to Assistant Dean Amie Redmond no less than one week prior to the date of the absence. All students in block 2 will be expected to make-up both the missed work and the missed class time.

If you must miss a class for reasons other than religious observance, please let me know by phone or email prior to class. Written documentation from the student is required in order to make up any missed assignments due to an excused absence. It is the responsibility of the students to request makeup assignments from the instructor when an excused absence occurs. The student then has one week from the excused absence to submit the missed assignment.

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Any unexcused absences will result in a lowering of your class participation grade.

Accommodations

Syracuse University is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 as amended and with the Americans with Disabilities Act of 1990 (ADA). Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. If you require a disability-related accommodation please notify your instructor and register with the Office of Disability Services, which is located at 804 University Ave, Suite 309. (315) 443-4498
<http://www.disabilityservices.syr.edu/index.html>

Academic Integrity

Complete academic honesty is expected of all students. Any incidence of academic dishonesty, as defined by the SU Academic Integrity Policy (see the Academic Integrity Policy and Procedures on SyrCLE) will result in course sanctions, review by the Block II faculty team, and formal notification of the School of Education. In this course, students are allowed and strongly encouraged to study together, but written assignments must represent the work of the individual student.

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Class Schedule

Dates/Times	Topics	Assignments Due
Jan. 12, 3:35	Syllabus review.	
Jan. 19	MLK Birthday: NO CLASS	
Jan. 26, 3:35	What is a powerful teacher?	
Feb. 2, 1:45	Powerful collegiality First Impressions	
Feb. 9, 1:45	“Getting to” v. “Having to” do inclusion First lessons	
Feb. 16, 3:35	Resumés and Interviewing	
Feb. 23, 1:45	Mock Interviews	Interview outline
Mar. 2	NO CLASS	Placement A reflection
Mar. 6 (Friday) 9:00-1:00 1:00-2:00	Tech Day I Mid-Term conferences	
Mar. 9	Spring Break: NO CLASS	
Mar. 16, 1:45	Starting over & passing on students	
Mar. 23, 1:45	Effective launches & Summative Assessments	
Mar. 30, 1:45	Classroom management	
Apr. 6, 1:45	Summative assessments	Personal philosophy
Apr. 13, 3:35	Managing the stress in the home stretch	Classroom management plan
Apr. 17 (Friday) By appointment	e-Portfolio prep	
Apr. 20, 1:45	Powerful teaching Powerful collegiality	
Apr. 27, 3:45	Semester wrap-up	Placement B reflection
May 4	NO CLASS	Portfolio saved on SyrCLE
May 5, 3:30	Portfolio presentations	TBA
May 6, 3:30	Portfolio presentations	TBA