



Professional Education Unit
Department of Early Childhood, Elementary, & Special Education
COURSE SYLLABUS

**EDSP 371*001 FIELD EXPERIENCE IN ASSESSMENT OF
STUDENTS WITH MODERATE AND SEVERE DISABILITIES**

(Credit hours: 1)

Spring 2010

Instructor: Dr. Sarah R. Hawkins

Office: Ginger Hall 401 F

Phone: (606) 783-2830

Fax: (606) 783-9102

E-mail: s.hawkins@moreheadstate.edu

Office Hours: T/TH 11:00am-4:00pm; TH: 11:00am-12:00pm & by appointment

COURSE DESCRIPTION:

This course will provide a semester long field experience for candidates seeking certification as teachers of students with moderate and severe disabilities. It is taken in conjunction with a course on assessment of students with MSD (EDSP 370) and is designed to serve three ends. First, students with moderate and severe disabilities constitute a diverse but low incidence group. As a result, many teachers in training have little knowledge of or experience with the range of students they may be called on to teach. This experience provides them with an opportunity to gain a first hand understanding of the range of students who fall under the umbrella of moderate and severe disability. Second, this course is intended to provide the candidate with exposure to the range of school programs for these students. Finally, this experience provides the candidate with an opportunity to develop skills applying the strategies for assessment being taught in the co-requisite course.

FIELD EXPERIENCE HOURS: 30

Candidates in this class will meet as a group twice at the beginning of the semester. All other meetings will be individually arranged between the instructor and individual candidates.

During the semester candidates in this field experience will spend a total of 30 hours in two different educational programs serving students with moderate and severe disabilities. They will spend 10 hours in one of the below settings and 20 hours in another setting below:

- 1) A pre-school
- 2) Elementary School
- 2) A Middle School
- 3) A High School

Each program **MUST** serve individuals with moderate and severe disabilities. Each candidate will, under the direction of the cooperating teacher, be actively involved in each setting.

The **30 hours** of field experience is to be completed **in direct interaction with students**. Consultation with cooperating teachers, observation of meetings, planning sessions, and other activities, while necessary, cannot be counted as part of the required time. This experience needs to be carefully planned and distributed across the entire semester. **This experience must take place in programs for people with moderate and/or severe disabilities.**

Conceptual Framework: “Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

1. Design effective instructional programs based on both formal and informal assessments for school, home, and community settings.
2. Use, develop, and adapt instructional materials.
3. Develop and implement thematic activity-based approaches to instruction.
4. Use appropriate measurement (assessments) strategies including direct observation; interviews; direct testing with norm-, criterion-, and curriculum-referenced tests; and measures that assist in developing IEP's and subsequent instructional programs with performance-based, functional and activity-based programming.
5. Write summaries of assessment results and activities and develop these results in appropriate educational programs and activities.
6. Plan and implement assessments activities for the purpose of screening, diagnosis and placement, instructional program planning, measuring student progress and program evaluation.
7. Involve families in assessment activities in a manner respectful of their culture.

8. Write appropriate and functionally based IEP's including yearly and short-term objectives based on assessment data with various team members.
9. Conduct assessments of the environment, including the use of ecological inventories and curriculum catalogs to develop critical activities in four domains (i.e., domestic, community, recreational/leisure, and vocational).
10. Define and discuss various team models for assessment and instruction especially collaboration.
11. Define and discuss various professional disciplines likely to be on assessment and instructional teams.
12. Monitor and analyze behavior individually and/or with other professionals to plan appropriate interventions.
13. Collect ongoing intervention data and modify programs based on data.
14. Effectively use formal and informal instruments to gather family input and priorities for educational programming.
15. Identify critical family issues, events, and decisions from family's point of view (e.g., transitional stages, grief process).
16. Identify and discuss how to include families at all levels of the educational process (e.g., assessment, IEP development, programming, etc.).
17. Maintain confidential information in a professional manner.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: P-5 MSD Course: EDSP 371 FIELD EXPERIENCE IN ASSESSMENT OF STUDENTS WITH MODERATE AND SEVERE DISABILITIES				
Aligned with▶ Assessment▼ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	Council for Exceptional Children [CEC] Initial Content Standards
Program Case Study 2 @ 60 Points each CFO: 1, 3, 4, 5 SLO: 1-25	I V VI VIII	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap NCATE: I, III, IV	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 5: Learning Environments and Social Interactions 6: Language 8: Assessment 9: Professional and Ethical Practice 10: Collaboration

Summary Report 40 Points CFO: 1, 3, 4, 5 SLO: 25	I VII	N/A	1. Diversity 3. Closing the Achievement Gap NCATE: I, III, IV	1: Foundations 9: Professional and Ethical Practice
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Assignment Descriptions:

Program: P-5 MSD Course: Characteristics of Individuals with Intellectual Disabilities and Orthopedic Impairments	
Assessment (point value)	Description
Programmatic Case Studies 2 @ 60 Points	<p>A case study must be prepared providing an overview of the education program in each setting. A complete case study will include the following information:</p> <ol style="list-style-type: none"> 1. A brief description of the students with moderate/severe disabilities who were central to your observation including the nature of their disability, their areas of strength, and any special behavioral, physical, medical, sensory, social, or other considerations 2. An overview of the education program designed for each student which highlights instructional goals and specialized supports. 3. An overview of the educational and related services staff involved with the students. 4. An overview of the instructional program within the setting including daily schedule and staffing patterns. 5. An overview of instructional activities observed noting instructional strategies, data collection, groupings, and locations used for instruction, 6. An overview of how issues related to personal care, health related management issues, and activities of daily life are handled. 7. A description of how assistive technology is <u>used or could be used</u> to assure access and participation. 8. A description of relevant characteristics of the physical environment. 9. A description of how students with moderate/severe disabilities are included in the life of the school and the community with a particular focus on how special education staff provides support for students in inclusive settings.

	<ol style="list-style-type: none"> 10. A description of techniques of behavior management observed in the setting. 11. A description of any specialized adaptations for individual needs. 12. Personal reflection reaction to the experience of participating in this setting. 13. A list of what you learned from your experience in this setting. 14. A list of questions raised by your experience in this setting. 15. A log documenting the dates and times you participated in the setting with the signature of the cooperating teacher (see template in syllabus). 16. Your personal observation notes from your visits that provide the basis for the information in the case study.
Summary Report 40 Points	<ol style="list-style-type: none"> 1) Highlight the most significant experiences during the semester, 2) Identify the most important things they have learned, 3) Reflect critically on the programs they have observed, 4) Outline what you feel are the most important components in the education of students of moderate/severe disabilities, and 5) List any unresolved questions related to the education of students with moderate/severe disabilities.

EVALUATION AND GRADING

The grade in this course will be based on completion of the field experience and submission of the following products that will be based on and document the field experiences. Please submit grading rubric with paper.

All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments.

The total mark for the course will be computed based on the percentages below:

A = 198 - 220

B = 176 - 197

C = 154 - 175

D = 132 - 153

E = < 132

Assignments	Format	Possible Points	Due Date
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Program Case Study	Typed, double spaced, address all criteria outlined in syllabus	60 points each	March 9 April 20
Summary report	Typed, double spaced	40 points	April 27
TOTAL		220 points	

COURSE TEXTS:

There is no text other than that required for EDSP 370.

CONFIDENTIALITY

In all reports and discussion of their experience candidates are reminded to refrain from using students' first or last names or in any way providing information that might identify individual students to individual outside the classroom. Violation of confidentiality will be result in the failure in this class.

CLASS POLICIES

Academic Honesty. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA). In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement. Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Confidentiality. In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class.

Plagiarism. Any paper showing evidence of plagiarism from any source will be considered unacceptable and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor.

Late Assignments. Five percent (5%) per day will be deducted from all assignments which are submitted after the due date unless a late submission is negotiated in advance. No points will be deducted for redone assignments provided they are turned in within a time frame arrange with the instructor.

Handed in Assignments. All assignments must be handed in as a hard copy on the due date to the professor. Students attending regional campuses must have their facilitator mail in their assignments as hard copies to the professor. All assignments must be typed in Times New Roman 12 and double spaced.

Person First. In all papers and class discussions observe the standards for use of "people first" language as outlined in Guidelines for reporting and writing about people with disabilities published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class.

SCHEDULE

Seminar Meetings:

As needed by instructor or student.

Field Schedule:

Jan 21 – March 9	First Field Placement
March 9	First program reflection due
March 23 – April 20	Second Field Placement
April 20	Second program reflection due

April 27

Field Experience Final reflection due

EDSP 371
Programmatic Case Study

Student: _____

Your case study was evaluated on the following dimensions. Each dimension was assessed as

4 – Exemplary: meets highest expectations,

3 – Proficient: meets expectation with minor errors or oversights (expected level of performance)

2 – Adequate: basic level of performance with gaps in information and/or presentation,

1 – In-adequate: minimal information, need of significant development, or totally absent.

1. Formatted appropriately with no major editorial problems.
 1 2 3 4
2. Clear, concise, and orderly presentation of ideas.
 1 2 3 4
3. Brief **descriptions of the students** with moderate/severe disabilities who were central to your observation including the nature of their disability, their areas of strength, and any special behavioral, physical, medical, sensory, social, or other considerations
 1 2 3 4
4. Overview of the **individual education program** designed for each student which highlights instructional goals and specialized supports.
 1 2 3 4
5. Overview of the educational and related services **staff** involved with the students.
 1 2 3 4
6. Overview of the **daily program** within the setting including daily schedule and staffing patterns.
 1 2 3 4
7. Overview of **instructional activities** observed noting instructional strategies, data collection, groupings, and locations used for instruction.
 1 2 3 4
8. Overview of how issues related to **personal care**, health related management issues, and activities of daily life are handled.
 1 2 3 4
9. Overview of how **assistive technology** is used (or could be used) to assure access and participation.
 1 2 3 4
10. Description of relevant characteristics of the **physical environment**.

- | | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 11. Description of how students with moderate/severe disabilities are included in the life of the school and the community with a focus on how participation in inclusive settings is supported by special education staff.. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 12. Description of techniques of behavior management observed in the setting. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 13. Description of any specialized adaptations for individual needs . | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 14. Presentation of lists of what you learned and questions raised by your experience in this setting. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 15. Personal reflection on the experience that demonstrates critical reflection on it. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

REQUIRED: A log and personal notes documenting experience presented – You will receive an Incomplete with out these supporting data.

FINAL SCORE: /60

EDSP 371
Evaluation of Field Experience Summary Report

Student:

Your summary report was evaluated on the following dimensions. Each dimension was assessed

- 4 – **Exemplary**: meets highest expectations,
- 3 – **Proficient**: meets expectation with minor errors or oversights (expected level of performance)
- 2 – **Adequate**: basic level of performance with gaps in information and/or presentation,
- 1 – **In-adequate**: minimal information, need of significant development, or totally absent.

- | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Format as outlined in course syllabus. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2. No major editorial problems. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3. Clear, concise, and orderly presentation of ideas. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4. Most significant experiences during the semester. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 5. Most important things learned. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 6. Critically reflection on the programs observed. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 7. Outline of the most important components in the education of students of moderate/severe disabilities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 8. Unresolved questions related to the education of students with moderate/severe disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 9. Opinions expressed and positions taken reflect appropriate professional attitudes and positive expectations for people with disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 10. Demonstrates mastery of course material through critical reflection on issues in education of students with moderate/severe disabilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

FINAL SCORE: /40

**SITE VISIT LOG
EDSP 371**

Student: _____

Observation Site: _____

The candidates in EDSP 371 Field Experience in Assessment of Students with Moderate and Severe Disabilities at Morehead State University are required to familiarize themselves with 1) the range of programs serving people with moderate and severe disabilities, and 2) techniques used to effectively conduct an assessment of the learning needs of this group. This form serves to document the amount of time the candidate has spent in your program. Thank you for your cooperation in assisting the candidates to complete this assignment. If you need any further information please do not hesitate to call me at (606) 783-2830.

Sincerely,
Dr. Sarah Hawkins
Assistant Professor

Date	Time of Visit	MSU candidate's activities during this visit
TOTAL HOURS IN THIS SETTING: ____ 10 ____ Hours		_____ Signature of Cooperating Teacher



Spring 2010

Dear Colleague:

The candidates in EDSP 371 Field Experience in Assessment of Students with Moderate and Severe Disabilities at Morehead State University are required to: 1) familiarize themselves with the range of programs serving individuals with moderate and severe disabilities, and 2) develop skills they needed to effectively assess the learning needs of students with moderate and severe disabilities.

To achieve this goal they are required to spend a total of 30 hours in three different programs serving individuals with moderate and severe disabilities. They will spend 10 hours in two of the following: 1) an early intervention, pre-school or primary program; 2) a middle school program; and 3) a high school.

A portion of the time (approximately 3 hours) in each setting should be spent in observation of all students and programming to gain a general understanding of the structure of the program. The balance of the time should be spent actively working with **an individual student** under your guidance. The focus of these efforts should be the systematic collection of information needed to evaluate the student's learning needs. While the candidates in this course are in a teacher preparation program most of them a very early in their program and will need direction and suggestions in conducting these activities. Please share with them methods and materials you use to assess you students. It will also be helpful if they can observe others conducting an assessment or review reports generated as the result of a formal assessment. Please use them in a way that builds their base of experience but also meets your needs for resources in your program. In other words, if there is an activity that will assist you in preparing for an IEP or a student's alternative portfolio, use them for these purposes. I have encouraged them to be flexible and accommodate their schedule to the needs of your programs. If there are any problems related to scheduling, cooperation, appropriate behavior, or any other concern, please call me immediately.

The candidates are required to generate a case study based on each of their placements. This will require them to ask some questions about some aspects of the program they may not be able to observe directly. Please accommodate their need for information within the obvious limits of confidentiality. The candidates have been instructed in the need for confidentiality and will observe confidentiality in all class discussions and reports.

I am personally very grateful to you for making your program available to my candidates. If I can be of any assistance to you and your students please contact me. Thank you for your cooperation in assisting the candidates to complete their assignment. If you need any further information please do not hesitate to call me at (606) 783-2830.

Sincerely,



Sarah R. Hawkins, Ed.D.
Assistant Professor