1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 2/8/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Amy Spriggs

Email: amy.spriggs@uky.edu

Phone: 859-257-9105

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: EDS 650

2c. Full Title: Initial Certification Advanced Practicum in Moderate and Severe Disabilities

2d. Transcript Title: Initial Cert Adv Pract MSD

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 20

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 6

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: Supervised practicum experience in a classroom for students with moderate/severe disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities. This course is designed as an advanced practicum for students in the MSD program who are pursuing an initial certification at the graduate level. Practicum students will be evaluated on these competencies by the university supervisor throughout the semester. EDS 650 is offered on a letter grade basis only.

2k. Prerequisites, if any: Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) admission to the Teacher Education Program or permission of instructor. Successful completion of all EDS Core and Moderate/Severe Disabilities (MSD) Certification Area course work. EDS 650 is the final certification requirement for students obtaining initial certification at the graduate level. Prior to entering this course, the MSD major will have successfully completed all MSD Area and EDS CORE practica serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities. Students in this course will complete their assignments while working full time in a classroom for students with MSD.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: A current member of the special education faculty will serve as the instructor for this course.

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain: A current member of the special education faculty will serve as the instructor for this course.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Option 6: Alternative Certification for Moderate and Severe Disabilities (this course will be taken in lieu of EDS 550)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?:   No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name: Amy Spriggs

Instructor Email: amy.spriggs@uky.edu

Internet/Web-based: No

Interactive Video: Yes

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Once a week students have seminars that are synchronous where the students and instructor can interact, have discussions, and ask questions.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   This is an advanced practicum for initial certification students seeking an alternative certification. The syllabus (student learning outcomes, assignments, etc.) and seminar topics mirror expectations for initial certification students at the undergraduate level. The meeting pattern for synchronous seminars is the same as similar courses taught on campus.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Students will turn in all work through Canvas. All students will be supervised by a university supervisor in person at least once per semester and through technology at least twice a semester, where progress on assignments can be monitored. There are no exams in this course.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No.

If yes, which percentage, and which program(s)?   N/A

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Students will have access to services provided by distance learning programs, as well as IT.

6.How do course requirements ensure that students make appropriate use of learning resources?   Any resources students need will be uploaded to Canvas by the instructor. There are no required readings for this course.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Technical support is provided for students when learning how to use ConferenceME and throughout the semester as needed.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   The syllabus provides contact information for obtaining technical help.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name: Amy Spriggs

SIGNATURE|MEB|Margaret Bausch|EDS 650 NEW Dept Review|20151123

SIGNATURE|MYRT|Martha L Geoghegan|EDS 650 NEW College Review|20160303

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDS 650 NEW Graduate Council Review|20160331

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   **Upload File**

	ID	Attachment
Delete	5813	Memorandum.docx
Delete	5814	EDS 650 Grad Intl. Cert Practicum Redesign.doc

[First] 1 [Last]

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: EDUCATION [▼]   Submission Date: 2/8/2016

   b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel [▼]

   c.

   * Contact Person Name: Amy Spriggs   Email: amy.spriggs@uky.edu   Phone: 859-257-9105

   * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year ⌐

   e.

   Should this course be a UK Core Course?   ○ Yes ◉ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry – Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   ◉ Yes ¹ ○ No

   b. * Prefix and Number: EDS 650

   c. * Full Title: Initial Certification Advanced Practicum in Moderate and Severe Disabilities

   d. Transcript Title (if full title is more than 40 characters): Initial Cert Adv Pract MSD

   e. To be Cross-Listed ² with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory¹	Recitation		Discussion
Indep. Study	Clinical	Colloquium	20	Practicum
Research	Residency	Seminar		Studio
Other	If Other, Please explain:			

   g. * Identify a grading system:
      ○ Letter (A, B, C, etc.)
      ○ Pass/Fail
      ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
      ◉ Graduate School Grade Scale

   h. * Number of credits: 6

   i. * Is this course repeatable for additional credit?   ◉ Yes ○ No
      If YES: Maximum number of credit hours: 12
      If YES: Will this course allow multiple registrations during the same semester? ◉ Yes ○ No

j. * Course Description for Bulletin:

Supervised practicum experience in a classroom for students with moderate/severe disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities. This course is designed as an advanced practicum for students in the MSD program who are pursuing an initial certification at the graduate level. Practicum students will be evaluated on these competencies by the university supervisor throughout the semester. EDS 650 is offered on a letter grade basis only.

k. Prerequisites, if any:

Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) admission to the Teacher Education Program or permission of instructor.

Successful completion of all EDS Core and Moderate/Severe Disabilities (MSD) Certification Area course work. EDS 650 is the final certification requirement for students obtaining initial certification at the graduate level.

Prior to entering this course, the MSD major will have successfully completed all MSD Area and EDS CORE practica serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities. Students in this course will complete their assignments while working full time in a classroom for students with MSD.

l. Supplementary teaching component, if any: ◉ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

    a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☐ Summer ☐ Winter

    b. * Will the course be offered every year? ◉ Yes ○ No
      If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ○ Yes ◉ No

If No, explain:
A current member of the special education faculty will serve as the instructor for this course.

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

    a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

    b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No
      If YES, explain:

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

    a. * Is this course part of a proposed new program? ○ Yes ◉ No
      If YES, name the proposed new program:

    b. * Will this course be a new requirement ⁵for ANY program? ◉ Yes ○ No
      If YES ⁵, list affected programs::
      Option 6: Alternative Certification for Moderate and Severe Disabilities (this course will be taken in lieu of EDS 550)

10. Information to be Placed on Syllabus.

    a. * Is the course 400G or 500? ○ Yes ◉ No
      If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

    b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany *every* submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requireme**
are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe
students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDS 650	Date:	11/17/2015
Instructor Name:	Amy Spriggs	Instructor Email:	amy.spriggs@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☐   Interactive Video ☑   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University
   Syllabus Guidelines, specifically the Distance Learning Considerations?

   Once a week students have seminars that are synchronous where the students and instructor can interact, have
   discussions, and ask questions.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals,
   of student learning outcomes, etc.

   This is an advanced practicum for initial certification students seeking an alternative certification. The syllabus
   (student learning outcomes, assignments, etc.) and seminar topics mirror expectations for initial certification

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academ
   policy; etc.

   Students will turn in all work through Canvas. All students will be supervised by a university supervisor in person
   at least once per semester and through technology at least twice a semester, where progress on assignments can be

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f
   as defined above?

   No.

   Which percentage, and which program(s)?

   N/A

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery
   months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom settin(

   Students will have access to services provided by distance learning programs, as well as IT.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   Any resources students need will be uploaded to Canvas by the instructor. There are no required readings for this
   course.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Technical support is provided for students when learning how to use ConferenceME and throughout the semester as
   needed.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r
   the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   The syllabus provides contact information for obtaining technical help.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.

    - The technological requirements for the course.

    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center
      (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    - Procedure for resolving technical complaints.

    - Preferred method for reaching instructor, e.g. email, phone, text message.

    - Maximum timeframe for responding to student communications.

    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resourc The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  - Carla Cantagallo, DL Librarian

  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  - Email: dllservice@email.uky.edu

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Amy Spriggs

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education
        Chair, Undergraduate Council
        Chair, Graduate Council
        Chair, Senate Council
        Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair
        Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities
[MSD] and Learning and Behavior Disorders [LBD]) have been working for four
years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify
for Special Education services. These students require specialized, evidence-based
instruction. There is a national and state shortage for special education teachers.
Currently, we teach our candidates in either MSD or LBD. We are proposing to
combine the two into one Special Education program. The Special Education
program will prepare pre-service teachers to use these specialized, evidence-based
instructional skills to teach students with mild, moderate, and severe disabilities.
Changes in this program (currently MSD) will add existing coursework in LBD.
Preparing pre-service teachers to teach children with mild, moderate, and severe
disabilities meets the need of many classrooms where these students are taught
together. Students who graduate from this program will be more marketable,
receiving certification in both MSD and LBD. This will also prepare students to enter
UK's Teacher Leader Master's in Special Education (currently, our candidates are
only eligible to get a Master's degree in the same area in which an undergraduate
degree has already been awarded). The Special Education undergraduate program
is the only program at UK that prepares pre-service teachers in the area of Special
Education.

There are a few changes to courses outside of the Department of Early Childhood,
Special Education, and Rehabilitation Counseling that will be affected. These
changes were made in consultation with the course instructors and department
chairs. For example, candidates teaching special education are required to teach all
content areas so courses in Social Studies and Science methods were added. Letters
of support are attached.

The materials that are included in this program change include:
- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
- EDS 401 – New Course
- EDS 402 – New Course
- EDS 517 – Minor Change
- EDS 518 – New Course; DL
- EDS 526 – New Course; DL
- EDS 528 – Major Change; DL
- EDS 529 – Major Change; DL
- EDS 530 – Major Change
- EDS 546 – Major Change
- EDS 548 – Minor Change
- EDS 549 – Minor Change
- EDS 550 – Major Change
- EDS 570 – Major Change; DL
- EDS 650 – New Course; DL *This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them

- EDS 513 - no change
- EDS 516 – no change
- EDS 547 – no change

EDS 650: Initial Certification Advanced Practicum in Moderate and Severe Disabilities
Syllabus
Semester/ Year
Location
Day/Time
"Research and Reflection for Learning and Leading"

Instructor:	TBA
Office Location	TBA
Phone Number	TBA
Email	TBA
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Additional information will be on the Blackboard site. https://elearning.uky.edu

Course Description

Supervised practicum experience in a classroom for students with moderate/severe disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities. This course is designed as an advanced practicum for students in the MSD program who are pursuing an initial certification at the graduate level. Practicum students will be evaluated on these competencies by the university supervisor throughout the semester. EDS 650 is offered on a letter grade basis only.
VARIABLE CREDIT: 1-12 hours
Course may be repeated one time.

Prerequisites:

Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) admission to the Teacher Education Program or permission of instructor.

Successful completion of all EDS Core and Moderate/Severe Disabilities (MSD) Certification Area course work. EDS 650 is the final certification requirement for students obtaining initial certification at the graduate level.

Prior to entering this course, the MSD major will have successfully completed all MSD Area and EDS CORE practica serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities. Students in this course will complete their assignments while working full time in a classroom for students with MSD.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments
EDS 650 will provide supervised experiences of direct intervention with the MSD population (Note: Kentucky Department of Education student classification of Functional Mental Disabilities or FMD). The primary objective of EDS 650 is for the participant to exit the training program and be able to provide high quality instruction student identified as MSD. It provides an opportunity to develop, refine, and demonstrate the competencies that are essential for highly effective teaching and learning in the MSD classroom.

Advanced practicum is the culmination of the MSD initial certification at the graduate level program. As such, it encompasses all of the products or competencies of the MSD certificate program's course work. Practicum students will be expected to successfully complete all of the following products prior to receiving a grade for EDS 650.

These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Develop an assessment plan for the purpose of instructional planning for a student with a moderate to severe disability (MSD).	Formative: Previous course readings and class discussions Summative: Assessment plan, portfolio entry
Administer the instruments and conduct the assessment procedures identified in an assessment plan.	Formative: Previous course readings and class discussions Summative: Assessment results presented in present level of academic and functional performance
Write a present level of performance based on the assessme plan results.	Formative: Previous course readings and class discussions Summative: Written present level of academic and functional performance
Write an individualized education program (IEP) and individualized transition plan (ITP), if appropriate, using the information obtained through the assessment conducted on a student with MSD.	Formative: Previous course readings and class discussions Summative: Complete IEP (with ITP if in a secondary placement), portfolio entry
Develop two units of instruction for the Kentucky Alternate Assessment in either language arts or math.	Formative: Previous course readings and class discussions

This alternate assessment activity is to align with the IEP objective for which you are providing instruction using data-based instructional procedures.	Summative: Alternate assessment activity, portfolio entries
Write instructional programs by developing appropriate instructional objectives, selecting various instructional strategies, designing instructional programs, and implementing instructional programs with fidelity; monitor, evaluate, and modify instructional programs as needed.	Formative: Previous course readings and class discussions Summative: Instructional programs, portfolio entries
Demonstrate competency with specific response prompting strategies	Formative: Previous course readings and class discussions Summative: University supervisor observations
Develop and use data systems for classroom use that demonstrate various types of data recording, graph data to assist teaching and documentation of pupil progress, and maintain reliable data recording system	Formative: Previous course readings and class discussions Summative: Instructional programs, portfolio entries, university supervisor observations
Design appropriate adaptations and/or modifications to support students being instructed in inclusive educational settings	Formative: Previous course readings and class discussions Summative: Alternate assessment activities, portfolio entries
Design instructional programs that teach core content in a manner that is meaningful or "personally relevant" to students with moderate or severe disabilities. Students will become familiar with required core content standards and develop instructional programs that link functional and core content skills	Formative: Previous course readings and class discussions Summative: Alternate assessment activities, portfolio entries
Develop and implement one functional behavioral assessment and intervention plan	Formative: Previous course readings and class discussions Summative: FBA, data pathway charts, behavior change plan, portfolio entries

Course Delivery

The seminar portion of this course is designed as a distance course. Practicum students taking the course from a distance will participate from interactive video sites or via another synchronous online format. Practicum students will complete the duration of their advanced practicum while working full time in a classroom for students with MSD as part of their initial certification at the graduate level program.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts
There is no required text for advanced practicum; however, you will be expected to review all previously required MSD Program texts and curriculum materials as necessary. In addition, seminar readings and materials will be posted on the course Blackboard site.

Grades
All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Assignments turned in early *may* be graded early; assignments needing to be re-submitted in order to demonstrate mastery of teacher standards will be graded at ½ credit. Grades will be based on the scores accumulated by the student weighted by the following points:

Assignment	Points
Weekly schedule	0
Source of Evidence: Context	10
Source of Evidence: Lesson Plan (minimum 6)	30
University Supervision Observation (X6)	60
Source of Evidence: Post Observation Document (X6)	18
Source of Evidence: Student Growth (Instructional Programs) (X2)	100
Source of Evidence: Self-Assessment (1)	5
Alternate Assessment Unit of Instruction (X2)	100
Functional Behavioral Assessment and Intervention Plan (1)	100
Individual Education Plan, including ITP if completed in secondary setting (1)	100
Source of Evidence: Student Voice (X2)	50
Source of Evidence: PGP (1)	20
Self-monitoring of videotaped instruction (1)	100
Seminar Attendance	12
Conferences with Instructor (2 @ 25 points each)	50
Advanced practicum portfolio	10
Total	765

Incompletes. A grade of "I" (incomplete) will only be given if the practicum student suffers an emergency during the semester that requires an extended absence. If the student has more than eight weeks left of the practicum semester when the "I" occurs, the practicum

student will have to repeat the semester in its entirety. Grades will be awarded at the end of the semester following the "I."

Assignment of course grades. Grades will be awarded on the following scale:

Graduate
100 - 90% = A
89 - 80% = B
79 - 70% = C
69 and below = E

(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)
Graduate students must maintain an 80% (B) in all 12 hours of advanced practicum to be recommended for certification**

Final Exam Information
Advanced practicium portfolios will be turned in as a final project for advanced practicum. They are due by 4:00 PM _____.

Submission of Assignments
All written assignments must be prepared in a professional manner. "Professional" is defined as following APA guidelines (6th ed., 2010).
- All final products must be typed and an electronic copy submitted to the instructor by 7:15 pm on OTIS by the due date unless otherwise noted.
- File must be named in the following format: last name_assignment name.
  - For example, Jane Doe submitting the IEP assignment should label it as follows: Doe_IEP.
- The subject of the email should be the file name.
  - For example: Doe_IEP
- In addition, this file name must be in the header on each page of the assignment (to create a header, go to *view* and click on *header/footer*).
- **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.** Students with excused absences will be allowed to make-up missed assignments and are responsible for getting the assignment to the professor within 1 week of the absence.

Advanced Practicum Attendance
You will be required to teach in your practicum site all day for a minimum of 35 days each semester enrolled for 6 hours. If a student enrolls for 12 hours, a minimum of 75 days of teaching must occur.

- If you will be late, absent, or leave early from your placement, in addition to notifying appropriate individuals at your school, you must notify your university supervisor. Please ask your university supervisor how he/she prefers to be notified. *Lack of notification of the university supervisor will result in the loss of 25 observation points on the first occasion and will result in failure of an observation for additional occurrences.*

Seminar Attendance

Seminar attendance is required. Prior to class, you are expected to read and study any assigned materials as necessary to understand the material and prepare for participation in class discussions. In addition, be prepared to discuss advanced practicum assignments identified for specific sessions in the seminar schedule. You must notify the instructor in advance of any absences. You must notify the instructor in advance of any absences, and any absences beyond the initial one will result in a 20-point deduction each.

Graduate students enrolled in 6 hours, must attend 6 seminars. Students may choose any six, depending on topics of interest. Graduate students enrolled in 12 hours, must attend all seminar meetings.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than

20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

All students are expected to demonstrate high professional standards in their (a) work in their practicum site; (b) interactions with parents, teachers, teacher aides, therapists, university supervisor, and other school personnel; (c) interactions with students; (d) confidential and respectful treatment of events observed and information acquired while in the placement; (e) completion of products in a timely manner and in a scholarly form; and (f) attendance at scheduled meetings.

The Special Education program expects that you will have both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Learning/Classroom Accommodations
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is
http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the special education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD or IECE Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is

expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity
The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational

contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap
The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs" (http://oldsite.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

Commitment to Technology
The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components
Course activities have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis Knowledge and Skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Weekly Schedule/ Source of Evidence: Lesson Plan	Students will provide the course instructor with a *daily classroom schedule*. The schedule should be turned in to the course instructor by the second week of and must include beginning and ending *times* for each class period/subject area (i.e., the schedule may not identify only periods/hours). The daily classroom schedule is for the classroom as a whole. *If the daily schedule changes during the placement, it is the student's responsibility*	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 7 Framework for Teaching Standards 1a,1b, 1c, 1d, 1e, 1f, 4c Unbridled Learning Initiatives: 1. Kentucky Academic Standards

	to inform the course instructor by providing a revised copy of the schedule. Students must include the daily classroom schedule and a representative set of lesson plans in their MSD program portfolio. The Source of Evidence: Lesson Plan must be completed for each lesson that will be observed by the University Supervisor. See the rubrics at the end of the syllabus for details and for this assignment.	for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK Teacher Leader Standards 4 University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5
Source of Evidence: Context	At the beginning of each semester, the practicum student will complete a context template outlining and defining the content, P-12 students, and resources in the placement. This context is the ground work for all other sources of evidence and should be completed in a thorough manner with attention to detail.	UK Missions for Research, Reflection, Learning, and Leading Kentucky Teacher Standards 1, 2, 4, 6, 8 Framework for Teaching Standards 1a, 1b, 1d Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 3, 4, 5 UK College of Education Teacher Leader Standards 2, 4
Source of Evidence: Post Observation Document	After each university supervisor observation, practicum student will reflect on the effectiveness of instruction, describe patterns in student performance, and determine new professional learning and resources that could help increase instructional effectiveness. Students will summarize P-12 student performance on	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5, 7, 8 Framework for Teaching Standards 4a, 4b, 4d, 4d, 4e, 4f

	lesson objectives. These reflections will be completed using the Source of Evidence: Post Observation Document template.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)
		  2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)
		  3. College and Career Readiness (Reading, Writing)
		
		Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 3, 4, 5
		
		UK College of Education Teacher Leader Standards 2, 4

Source of Evidence: Self-Assessment	Students will complete a self-assessment on their level of competency on each of the Framework for Teaching Domains. This assessment will be completed at the beginning of advanced practicum by completing the Source of Evidence: Self-Assessment.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 1, 2, 4, 5, 7, 8
		
		Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f
		
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)
		  2. Characteristics of Highly Effective Teaching and Learning (Learning Climate,

		Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) Council for Exceptional Children Initial Level Special Educator Preparation Standards 6 UK College of Education Teacher Leader Standards 2, 4
Alternate Assessment Unit of Instruction	Students will develop a unit of instruction based on an *Alternate Assessment* skill for one P-12 student in the classroom. This will demonstrate the student's ability to conduct sequential lessons. The practicum student is responsible for making any necessary arrangements with other classroom teachers or other school personnel. The units of instruction for Alternate Assessment are due at mid-term and at the end of the practicum course. Documentation of the unit (e.g., photographs of bulletin boards or art activities, lists or samples of materials and student work) should be placed in the portfolio at the midterm and end of practicum. See the rubrics at the end of the syllabus for details and for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5, 7, 8 Framework for Teaching Standards 1a-f, 3a-e, 4a, 4b Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5,

		7
		UK College of Education Teacher Leader Standards 2, 4
		University of Kentucky Functional Skills and Dispositions 1, 3, 4
Source of Evidence: Student Growth (Instructional Programs)	Students teachers will develop and implement an *instructional program* for each 8 weeks in the classroom. The purpose of the two programs is to refine and demonstrate the ability to teach a variety of skills with a variety of instructional procedures in a variety of group sizes while collaborating with other teachers. Students must submit *outlines* of their proposed programs (including the objective, teaching strategy, and data collection) for the course instructor to review on the dates listed in the course schedule. The course instructor will provide feedback and determine if a revised copy should be submitted. *Students should begin implementing programs upon receiving approval from the course instructor and continue to implement throughout the semester.* Final copies of these programs and the accompanying data sheets and graphs will be submitted in the portfolio at midterm and at the end of the practicum. Students will document collaboration efforts via completion of the Source of Evidence: Student Growth. See the rubrics at the end of the syllabus for details and for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 5 Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f Unbridled Learning Initiatives: 　1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 　2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content) 　3. College and Career Readiness (Reading, Writing) 　4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 7 UK Teacher Leader Standards 4 University of Kentucky Functional Skills and Dispositions 1, 3
Functional Behavior Assessment and Intervention Plan	Practicum students will develop and implement one *functional behavioral assessment and intervention plan* during practicum. The purpose of the functional behavioral assessment and intervention plan is to refine and demonstrate the	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 7, 8

	ability to manage and change individual behavior, collect behavioral data, and make data-based decisions. Practicum students must email drafts of their proposed programs (identifying the target behavior and an outline of data collection procedures) to the course instructor by the dates listed in the course schedule. *They should begin collecting data upon receiving approval from the course instructor and continue to implement throughout the practicum.* Final copies of this program and the accompanying data sheets and graphs will be submitted in the portfolio at the conclusion of practicum. See the rubrics at the end of the syllabus for details and for this assignment.	Framework for Teaching Standards 1a, 1b, 1f, 2a-2e, 3a, 3d, 3e, 4a-4c Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 7 UK Teacher Leader Standards 2, 4, 5 University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5
Individual education plan, including ITP if completed in secondary setting	Practicum students will plan and develop an individualized education program (IEP). The IEP should include a present level of academic and functional performance based on assessment results, individualized goals and objectives direction related to the weaknesses identified in the present levels of performance, and modifications and accommodations. Practicum students will include individual transition plans for any P-12 student over 14 years of age. See the rubrics at the end of the syllabus for details and for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 5, 7, 8 Framework for Teaching Standards 1a-1f, 2a-2e, 4a-4f Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly

		Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK College of Education Teacher Leader Standards 2, 5 University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5 University of Kentucky Technology Standards 2, 5
Source of Evidence: Student Voice	Before the end of practicum, the practicum student will review the appropriate grade level Student Voice survey and develop a 5 to 10 question survey with similar questions, modify it for the current P-12 students' response mode. The practicum student will have at least 2 P-12 students evaluate them using this modified P-12 student voice survey. The information gleaned from the student responses will be integrated into the practicum student's PGP. See the rubrics at the end of the syllabus for details and for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 3, 5, 7, 9, 10 Framework for Teaching Standards 2a-2e, 3a-3e Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and

		Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK College of Education Teacher Leader Standards 2, 4 University of Kentucky Functional Skills and Dispositions 1, 3, 4, 5
Source of Evidence: PGP	At the conclusion of the practicum, the practicum student will revisit the Source of Evidence: Self-Assessment and use the information gleaned from both the pre- and post-assessment of this document along with the Source of Evidence: Student Voice completed to establish a professional growth goal. The practicum student will evidence leadership by developing a plan for, and identify learning activities and needed resources, to work toward that professional growth goal. See the rubrics at the end of the syllabus for details and for this assignment.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5, 7, 8, 9, 10 Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children

		Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK College of Education Teacher Leader Standards 2, 4 University of Kentucky Functional Skills and Dispositions 1, 3, 4, 5

Self-monitoring of videotaped instruction	Practicum students will collect baseline data across a minimum of three days; students will select a behavior and write a plan of action for changing the behavior.
	
	Practicum students will increase/decrease performance of a selected teaching behavior to a pre-determined criterion by videotaping and self-monitoring the behavior (i.e., collecting and graphing data) on a daily basis.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 3, 5, 6, 7
		Framework for Teaching Standards 2a-2e, 3a-3e, 4a-4f
		
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)
		  2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Knowledge of Content)
		  3. College and Career Readiness (Reading, Writing)
		  4. Assessment literacy
		
		Council for Exceptional Children Initial Level Special Educator Preparation Standards 6
		
		UK Teacher Leader Standards 1
		
		University of Kentucky Functional Skills and Dispositions 1, 2, 5

Seminar attendance	Practicum students are expected to attend and actively participate in class discussion and on-demand activities. Practicum students should discuss relevant educational problems encountered in the classroom of P-12	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 7, 8, 9

	students with moderate and severe disabilities and share experiences with seminar participants. Practicum students should also be prepared to discuss progress on assignments.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		Framework for Teaching Standards 1a-1f, 4a-4f
		
		Unbridled Learning Initiatives:
		    1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)
		    2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)
		    3. College and Career Readiness (Reading)
		
		University of Kentucky Functional Skills and Dispositions 1, 3, 4
		
		UK College of Education Teacher Leader Standards 2

University supervision observations	Practicum students will have a minimum of three observations per semester by a University supervisor (minimum of 1 will be completed face/face). Practicum students will be evaluated based on the Characteristics of Highly Effective Teaching and Learning and Kentucky Teacher Standards as they are aligned to the Framework for Teaching standards. Feedback will be provided to you and your course instructor.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		
		Framework for Teaching Standards 2a-2e, 3a-3e
		
		Unbridled Learning Initiatives:
		    1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)
		    2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement,

		Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK Teacher Leader Standards 2 University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5 University of Kentucky Technology Standards 5
Student portfolio	Practicum students will be expected to maintain and turn in a cumulative portfolio, arranged by Kentucky Teacher Standards. Guidelines as to what materials might illustrate each standard can be found at the end of the syllabus. Practicum students completing 6 hours, will turn portfolios in at the end of the first semester and again upon completion of practicum (after 12 hours of practicum).	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Framework for Teaching Standards 1a-1f, 2a-2e, 3a-3e, 4a-4f Unbridled Learning Initiatives: 1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children Initial Level Special Educator

		Preparation Standards 1, 2, 3, 4, 5, 6, 7 UK Teacher Leader Standards 2 University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5 University of Kentucky Technology Standards 5

Conferences with instructor	It is critical that advanced practicum students maintain consistent communication with the course instructor. Thus, practicum students will participate in a minimum of 2 individual conferences, via webcam, with the course instructor. It is anticipated that these conferences will last approximately 30 minutes each and will be scheduled outside of school hours (or during a lunch or preparation period). The purpose is to provide students an opportunity to ask questions about course assignments and/or day-to-day issues encountered in their classrooms. In addition, these conferences will provide the instructor opportunities to review programs the practicum students are implementing in their classrooms and to collaboratively analyze data with the practicum student to identify data-based instructional decisions. These conferences will allow the instructor to provide timely feedback on classroom programs, as well as problem solve with the practicum student regarding current classroom issues.
	
	See the rubrics at the end of the syllabus for details and for this assignment.
		UK Missions for Research, Reflection, Learning, and Leading
		
		EPSB Kentucky Teacher Standards 5, 8
		Framework for Teaching Standards 4a-4f
		
		Unbridled Learning Initiatives:
		  1. Kentucky Academic Standards for English/Language Arts (Speaking and Listening)
		  2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)
		  3. College and Career Readiness (Reading, Writing)
		  4. Assessment literacy
		
		Council for Exceptional Children Initial Level Special Educator Preparation Standards 6
		
		UK Teacher Leader Standards 2
		
		University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline – Graduate Students (6 hours)

First Placement (to)		
Date	**Seminar Topic**	**Assignments Due**
Week 1	FERPA	
Week 2	Co-Teaching	
Week 3	FBAs/BIPs	
Week 4	IEPS	
Week 5	Alternate Assessment Unit of Instruction	
Week 6	Alt Cert Independent Work	Phone Conference With Instructor
Week 7	Data Collection and Student Voice	
Week 8	Reflection	
Week 9	FERPA Refresher and PGP	
Week 10	Self Reflection Video Tape	
Week 11	FBAs/BIPs/IEPS Refresher	
Week 12	Classroom Management	
Week 13	Alt Cert Independent Work	Phone Conferences with Instructor
Week 14	Working with Colleagues	
Week 15	KTIP and TPGES	
Week 16	Final Reflection	**Portfolios due 4:00pm** _____ **Exit Interview Due with Portfolio (Survey Monkey)**

*Assignments without an earlier due date are due with the portfolio at the end of the semester.
THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Course Assignments and Grading Criteria

All assignment labeled as a "Source of Evidence" can be found at the following website:
http://www.epsb.ky.gov/internships/ktip_pilot.asp

Weekly Schedule/ Source of Evidence: Lesson Plan

Lesson plans are to be developed and written for every lesson/group the practicum student teaches. You will complete the Source of Evidence: Lesson Plan template for each observed lesson. These lesson plans will be submitted to the instructor through OTIS. The rest of your lesson plans will be kept in a notebook in the classroom to be reviewed during observations. Having lesson plans readily available during observations is expected and will be a part of your observation grade. Lesson plans kept in your folder at school can be completed in various forms.

Daily Lesson Plans Evaluation

Component	Description	Points
Lesson Context	See Source of Evidence: Lesson Plan directions	/1
Lesson Objectives/Learning Targets	See Source of Evidence: Lesson Plan directions	/1
Assessment – Pre/Formative	See Source of Evidence: Lesson Plan directions	/1
Instructional Strategies/Resources	See Source of Evidence: Lesson Plan directions	/1
Lesson Procedures	See Source of Evidence: Lesson Plan directions	/1
	Total	/5@

Source of Evidence: Context

At the beginning of each placement, the student teacher will complete a context template outlining and defining the content, students, and resources in the placement. This context is the ground work for all other sources of evidence and should be completed in a thorough manner with attention to detail.

Component	Points
Content	/1
Students	/2
Resources	/2
Total	/5

Source of Evidence: Post-Observation Document

After each university supervisor observation, student teachers will reflect on the effectiveness of instruction, describe patterns in P-12 student performance, and determine new professional learning and resources that could help increase instructional effectiveness. Student teachers will summarize P-12 student performance on lesson objectives. All reflections will be completed on the Source of Evidence: Post-Observation Document. Parts 1, 2, 3, and a copy of the formative assessment are worth .5 point each. Parts 4, 5, 6, 7 are worth .25 points each. Total= 3 points. All Post-Observation Documents are due 48 hours following the observation.

Source of Evidence: Student Growth - Instructional Programs

Students will develop and implement an *instructional program* for each 6 hour practicum. The purpose of the two programs is to refine and demonstrate the ability to teach a variety of skills with a variety of instructional procedures in a variety of group sizes. Students must submit *outlines* of their proposed programs (including the objective, teaching strategy, and data collection) for the course instructor to review on the dates listed in the course schedule. The course instructor will provide feedback and determine if a revised copy should be re-submitted. *Students should begin implementing programs upon receiving approval from the course instructor and continue to implement throughout the placement.* Final copies of these programs and the accompanying data sheets and graphs will be submitted in the portfolio at midterm and at the end of the final week of advanced practicum.

One instructional program MUST be a chained task and one MUST be a discrete task. One instructional program can be with an individual student, but at least one instructional program MUST include a group of students. You MUST choose two DIFFERENT response prompting procedures (CTD, PTD, Simultaneous Prompting, SLP, MTL, etc.)**

In the event students do not demonstrate mastery of instructional procedures outlined in the first 6 hour practicum, students may be required to complete 2 instructional programs in their second 6 hour practicum

Collaborative efforts MUST be demonstrated with another teacher or therapist through completion of the Source of Evidence: Think and Plan Document

Objectives:

1. Develop and implement instructional programs with individuals and with small groups of students with moderate/severe disabilities.
2. Develop and implement instructional programs across curricular areas for students with moderate/severe disabilities.
3. Develop and implement instructional programs using a variety of teaching methods with students with moderate/severe disabilities.

Instructional Program Procedures:

1. In consultation with the course instructor, select appropriate students and groups of P-12 students for developing each of the instructional programs.
2. In consultation with the course instructor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs.
3. Develop and write instructional program. The written plan should include the following (use the headings below when writing your program):
    I. Curriculum area and skill (e.g., self-care, requesting to use the bathroom; academic, single-digit addition).
    II. P-12 student description: initials, age, special education classification, brief description of current IEP goals and present levels of performance.
    III. Objective and rationale:
        i. List behavioral objective(s) - behavior, condition, and criteria - if P-12 students within a group have different objectives, you should include the objectives for each P-12 student.
        ii. If the behavior to be taught is a chained task, include a task analysis - include reference if objective is taken from a published source.
        iii. Describe the rationale - why is the objective an important one for the P-12 students to acquire? What are the implications if the behavior is not acquired?
        iv. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills, etc., that the P-12 students needs for participating in the instructional program. If student does not have

necessary prerequisite skills, describe plan for teaching the prerequisite skill(s) before targeting the identified objective.

IV. Intervention plan

    i. List the materials and equipment needed for the program - include teaching materials and student reinforcement materials.

    ii. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the students (may include diagram), control for distracters.

    iii. Describe precautions (if any) for implementing the program.

    iv. Describe procedures for conducting baseline sessions; include materials, task direction, consequences for correct/incorrect/no response, and specific data collection procedures (e.g., what data are collected, how data are recorded, how data are analyzed).

    v. Describe teaching procedures:

        1. Identify the teaching procedures (e.g., type of prompting procedure)

        2. Identify attentional cue and response

        3. State the task direction

        4. Identify specific prompt used (e.g., controlling prompt, prompt hierarchy, delay interval)

        5. Describe consequence for correct responses - include type of reinforcer and schedule

        6. Describe consequences for incorrect responses

        7. Describe consequences contingent upon inappropriate social behavior during instruction

            a. Note: consequences for correct/incorrect responses or inappropriate social behavior may be different for individual students

        8. Data collection

            a. Identify what data will be collected

            b. Identify how data are recorded (include data collection sheet)

            c. *Describe how data will be analyzed* (e.g., how will you use the progress monitoring data to make instructional decisions?). It is strongly suggested that you follow the analysis procedures described by Browder (2001).

V. Generalization/maintenance

    i. Describe procedures for facilitating generalization of skill across different persons, materials, and settings. Be specific and identify strategies from Stokes and Baer (1977) and/or White et al. (1988).

       ii. Describe procedures for facilitating maintenance of skill across time - specify how reinforcement schedule will be changed when student reaches criteria.

VI. Results

       i. Use a graph to display baseline data, intervention data, and, if available, maintenance and generalization data.

       ii. Describe your results - did the behavior change? If so, how did it change?

       iii. Describe any modifications you made in your program plan and discuss (a) why these changes were made, and (b) what the results of these changes were. If there were no modifications, *indicate why none were necessary.*

4. Complete Source of Evidence: Student Growth – This should be an on-going part of this assignment, not to be completed at the end of the assignment

Due dates: See course schedule for due dates. *All information up to and including section V is required at the due date for the outline. Add the results section prior to submitting the advanced practicum portfolio.*

Instructional Program Evaluation: The two instructional programs required are worth 50 points each, for a total of 100 points. **Please note, you may be required to do an additional instructional program during your second 6 hour practicum, depending on your level of competency demonstrated during the first 6 hour practicum.

Component	Points
Description of P-12 students	/5
Objective and rationale	/5
Description of intervention plan	/10
Description of data collection	/5
Description of procedures generalization/maintenance	/5
Description of results, including graphs	/10
Source of Evidence: Student Growth document completely filled out	/10
Total	/50

Source of Evidence: Self-Assessment

Students will complete a self-assessment on their level of competency on each of the Framework for Teaching Domains. This assessment will be completed at the beginning and end

of the practicum by completing the Source of Evidence: Self-Assessment. Completion of the pre and post-test will result in 5 points.

Alternate Assessment Unit of Instruction
*See Course Schedule and Outline for specific due dates

Objectives: The practicum student will become familiar with the instructional planning tool used to guide alternate assessment lesson plans. The student will develop and teach two instructional units that address alternate assessment content.

Directions: select ONE grade level standard that will be assessed (one for each 6 hour practicum). Go to the following website and download the instructional planning tool (some have been pre-filled out...if you use these, each section will need to be individualized for your student).

http://education.ky.gov/specialed/excep/Pages/Low-Incidence.aspx

You will fill out all sections of the form, individualizing for P-12 student needs. You will plan a unit with several (at least 3) lessons using the planning tool as a guide. This will demonstrate your ability to conduct sequential lessons. You will reflect on the lessons, filling in the last two sections of the form. Your portfolio entry should include the planning tool, completely filled out, copies of materials used, and at least one work sample from your students (pictures are appropriate when work samples are not available). The content and materials must be age-appropriate.

Grading Rubric:

	Points
Appropriate grade level standard chosen	/5
All sections filled out including reflection on results	/20
Individualized to meet target P-12 student's needs	/5
Materials included with form	/5
At least one work sample or picture provided	/5
At least 3 sequential lessons are included	/10
Total	/50

Functional Behavioral Assessment and Intervention Plan

Objectives:

1. Conduct a functional behavioral assessment that includes the following steps:
   a. Describe and define the problem behavior
   b. Collect information related to possible functions of the problem behavior
   c. Analyze the information
   d. Develop hypothesis regarding function of the problem behavior

2. Develop and implement an individualized behavior intervention plan that includes the following components:
   a. Teaching more acceptable behaviors that have the same function as the problem behavior
   b. Modifying the environment to prevent the problem behavior and/or increase occurrence of the replacement behavior
   c. A detailed plan for consistently providing consequences that maximize reinforcement for desired behavior and minimize reinforcement for problem behavior
   d. Data collection system that provides data necessary for progress monitoring and identifying appropriate modifications

Procedures:

1. Before beginning this assignment, you may wish to review the procedures for conducting functional behavioral assessments and developing individualized behavior intervention plans. Review materials are provided on the course Blackboard site in a folder labeled FBA_BIP in the *Course Documents* section.

2. In consultation with the course instructor, select an appropriate P-12 student for conducting the functional behavioral assessment and developing the individualized behavior intervention plan.

3. Conduct the functional behavioral assessment, following the procedures below. You may use the materials provided on the course website as a model as you complete this assignment.
   I. Description and definition of problem behavior.
      a. Conduct preliminary observation/interviews as necessary to define the problem behavior and when it does/does not occur. For example, identify when, where, with whom, and subsequent to what events the problem

behavior is most/least likely to occur. In addition, identify the typical consequences (what happens after the problem behavior, e.g., student gets a break, student is sent to time out).

    b. Clearly define the problem behavior in observable terms, for example:
        i. Hits, kicks, and pinches peers (rather than "is aggressive")
        ii. In the lunch line, bus line, during recess, and in the hallway between classes (rather than "all the time – when doesn't she?")
        iii. Makes inappropriate comments during instruction, e.g., this is for babies, this is a waste of time, I hate this class (rather than "has a bad attitude")

II. Collect information to determine the possible function of the problem behavior.
    a. You will use several direct and indirect methods to collect information (see materials provided on course website for forms you may wish to use), for example:
        i. Direct observation
        ii. Questionnaires
        iii. Interviews
    b. Multiple measures are critical to determining the function of the behavior; the more sources of information you gather that point in the same direction, the more confidence you can have that the information is accurate. Continue to gather information until you can predict the circumstances under which the behavior will or will not occur.

III. Analyze the information.
    a. Use the Data Triangulation Chart and/or the Problem Behavior Pathway Chart (provided on the course website)
    b. If you cannot complete the charts, you may need to gather more information before continuing.

IV. Write hypothesis of function of problem behavior.
    a. Identify the behavior and the circumstances under which it is most likely to occur.
    b. The statement should be clear, concise, and accurate based on the data provided (see materials provided on course website for examples).

V. Develop and implement an individualized behavior intervention plan that includes the following components:
    a. Identify and provide a plan for teaching a replacement behavior (i.e., a more acceptable behavior that serves the same function as the problem behavior).
    b. Identify modifications to the environment to prevent the problem behavior and/or increase the occurrence of the desired behavior.
    c. Describe in detail the consequences that will maximize reinforcement for the desired behavior and minimize reinforcement for the problem behavior. Describe

your plan for ensuring the consequences are consistently implemented across individuals and settings.

    d. Develop and implement a data collection system to monitor progress and identify when modifications are necessary.

The paper you hand in for this assignment should be organized using the following headings:

I. FBA
    a. Demographic information (student description: initials, age, special education classification, brief description of current IEP goals and present levels of performance)
    b. Description and definition of problem behavior
    c. Description of data collection procedures (include all forms completed, data collection sheets, etc.)
    d. Analysis of data (include Triangulation and/or Pathway charts)
    e. Hypothesis statement

II. BIP
    a. Instructional plan for teaching replacement behavior (e.g., objective, materials, teaching procedures)
    b. Environmental modifications
    c. Reinforcement for desired behavior
    d. Data collection and monitoring system
    e. Results

FBA/BIP Evaluation: The FBA and BIP activities are worth a total of 100 points.

Component	Description	Points
FBA		
Student description		/5
Description of problem behavior	Identify when/where/under what circumstances behavior occurs; clearly define behavior in observable terms	/15
Data collection	Describe collection procedures; use multiple methods	/15
Data analysis	Use Triangulation and/or Pathway chart; report/analyze adequate data to identify a hypothesis	/10
Hypothesis	Clear, concise statement that is based on the data	/10
BIP		
Replacement behavior	Identify replacement behavior and teaching plan	/15
Environmental modifications	Identify environmental modifications to prevent problem behavior and/or increase occurrence of desired behavior	/5
Reinforcement	Describe consequences that will maximize reinforcement for desired behavior and minimize reinforcement for problem behavior; describe plan to ensure consequences are consistently implemented across individuals/settings	/10
Data collection and monitoring	Describe and implement a system to monitor progress and identify when modifications are necessary; graph results	/15
	Total Points	/100

Individual Education Plan, including ITP if completed in secondary setting

The IEP assignment is divided into three parts: an assessment plan, a present level of performance, and the actual IEP. Directions for each are listed below:

1. Assessment Plan

You will select a P-12 student and get permission from his/her parent/guardian to gather information to complete several assignments for this course, including this Assessment Plan assignment. Use the permission form available on the course website.

The following steps should be completed for this assignment:

1. Select a P-12 student for the IEP assignment and obtain permission from the student's parent/guardian.
2. Review existing sources of information, including the current IEP and most recent assessment reports.
3. Interview the student's teacher and related service providers and paraprofessionals, as appropriate.
4. Complete the Assessment Plan outlined below and submit to your instructor for approval.

Assessment Plan Form

I. P-12 student information
    a. Demographic information: initials, age, IDEA classification
    b. Current placement and daily school schedule
II. Record review
    a. Summarize previous assessment information
    b. Current IEP goals and progress on each
    c. Other relevant information
III. Assessment questions/instruments/procedures (may present in table format)
    a. Academic
    b. Functional life skills
    c. Social
    d. Transition (e.g., vocational, recreation/leisure)
IV. Instruments and procedures to be administered
    a. Adaptive behavior inventory
    b. Transition Planning Inventory
    c. Ecological inventories – describe each, minimum of two environments
    d. Direct observation – describe skills, setting, observation method

e. Parent interview using Choosing Outcomes and Accommodations for Children (COACH) – describe sections to be utilized
f. Other (as appropriate) – strongly suggest using the Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities

Assessment Plan Grading Criteria: 15 points

Component	Description	Points
Permission	Attach signed permission form	/1
Record review	Summarize information from record review/interviews	/4
Assessment questions	Identify assessment questions and appropriate instruments/procedures for each	/5
Instruments/procedures	Include adaptive behavior inventory/TPI; describe ecological inventories, direct observation/parent interview	/5
	Total	/15

2. Present Level of Academic and Functional Performance

After selecting a P-12 student, obtaining permission, and getting approval for your assessment plan, you will administer the instruments and conduct the procedures identified in the assessment plan. Upon completing the assessment, use the information obtained to both from the records review and the assessment to complete the Present Levels of Academic Achievement and Functional Performance (PLAAFP) portion of the IEP (this will need to include strengths and weaknesses across areas). You will use the state approved IEP forms (completing only the PLAAFP): Following the procedures we discuss and practice in class, you will write present level of performance statements based on the assessment information you gathered on the P-12 student, both from the record review and the assessment procedures you conducted.
http://education.ky.gov/specialed/excep/Pages/Form-and-Documents.aspx

The following steps should be completed for this assignment:

1. Implement the approved assessment plan you designed for your P-12 student.
2. Write a brief summary of the instruments administered and why they were administered. Include a brief summary of the information you learned as a result of administering each assessment.

3. Write a PLAAFP that concisely presents the information obtained through the assessment processes. The PLAAFP should be professional and written in *parent friendly* language. You may use technical terms, but when you do so provide a definition.
   a. Be specific and detailed. The reader should be able to anticipate the goals after reading the present levels of performance narrative.
   b. Identify skills the student can currently perform and at what level, and put the performance level in context (i.e., the level of performance that is expected according to the student's age/grade level and/or identify a functional level of the skill).
4. Identify the student's needs and the skills that should be targeted next.
5. Be sure to complete *all sections* of the PLAAFP.
6. Submit via email using the naming format provided under Course Policies. You may scan the permission form and submit with the PLAAFP or bring a hard copy to class by the assignment due date.

PLAAFP Grading Criteria: 35 points

Component	Description	Points
Summary, reasons, results of each assessment	Provide list of assessments administered with summary of why they were administered an information learned	/5
PLAAFP	Write PLAAFP in parent friendly terms; remain professional	/5
	Include assessment information under the correct education performance area (all areas should be included)	/10
Strengths and Weaknesses	Include both strengths and weaknesses under each education performance area	/10
Functional Needs	Address functional needs of the student in all education performance area where they are of concern	/5
	Total	/35

3. IEP/ITP

You will use the state approved IEP forms: http://education.ky.gov/specialed/excep/Pages/Form-and-Documents.aspx

Once the PLAAFP is approved, you will write the remainder of the IEP. You will base your goals and objectives, as well as related services, time in special education (away from and with peers), etc. on the PLAAFP you have written.

The following steps should be completed for this assignment:
1. Complete the PLAAFP assignment before writing the remainder of the IEP.
2. Complete all sections of the IEP.
3. Identify the P-12 student's needs and the skills that should be targeted next (this should come directly from the PLAAFP).
4. Write four goals for your student that address areas of need identified in the assessment and present levels of performance narratives. The goals should reflect the important areas of development for your P-12 student and reflect information gathered in the assessment process.
5. For each goal, write a *minimum* of two short-term objectives/benchmarks. It may be more reasonable to have up to four objectives/benchmarks, in which case you should do so. Some class time will be set aside for refining your goals and objectives/benchmarks.
6. Please submit and use the file naming protocol described in the syllabus.

IEP Grading Criteria: 50 points

Component	Description	Points
Complete IEP	Complete all sections of the state approved IEP forms	/10
Goals	Functional, measurable, relevant	/20
Objectives	Behavior, conditions, criteria	/20
	Total	/50

IEP Assignment Grading Criteria: 100 points

Component	Description	Points
Assessment Plan		/15
Present levels		/35
IEP/ITP		/50
	Total	/100

Source of Evidence: Student Voice

Objective: The student will become familiar with the student voice survey. The student will integrate student voice into professional development goals.

Prior to the end of practicum, the student will develop a modified student voice survey based on the grade level student voice survey used by the general education classrooms. The modified survey will contain 5 to 10 questions and will be sensitive to the students' response mode. The student will have at least 2 students use this modified survey to evaluate the practicum student before the end of practicum. The student will analyze the student responses and provide a summary sheet. The information gleaned from the student responses will be integrated into the student's PGP.

Grading Rubric:

	Points
Survey is age appropriate	/5
Survey contains appropriate number of items (5 to 10)	/5
Individualized to meet target student's response mode needs	/5
Practicum student includes a summary sheet analyzing student responses	/5
At least one student survey with responses will be scanned (name withheld)	/5
Total	/25

Source of Evidence: PGP

Objective: The practicum student will show evidence of leadership through using multiple forms of data (i.e., student voice, university supervisor evaluation, self-assessment and reflection document) to self-assess areas of strength and growth needs, establish a professional growth goal, and develop a plan (including resource needs) to work toward that professional growth goal.

At the conclusion of the practicum experience, the student will combine feedback from:

        I.   Student Voice surveys in both placements
        II.   University supervisor evaluations
        III.   Self-Assessment and Reflection document pre and post assessment

to establish a professional growth goal. The practicum student will evidence leadership by developing a plan for, and identify learning activities and needed resources, to work toward that professional growth goal. The practicum student will complete the Source of Evidence: PGP form for submission.

Grading Rubric

	Points
PGP Cycle 1 chart –goal written correctly	/5
PGP Cycle 1 chart -at least one activity identified	/5
PGP Cycle 1 questions completed	/5
PGP Cycle 3 question 1 completed with summary paragraph	/5
Total	/20

Self-Monitoring of Videotaped Instruction

Objective:

To increase/decrease performance of a selected teaching behavior to a pre-determined criterion by videotaping and self-monitoring the behavior (i.e., collecting and graphing data) on a daily basis.

Procedures (this assignment is completed during your second 6 hour practicum):

1. Use your personal dvd camcorder or arrange to check one out from the instructor for the duration of the semester.

2. Use a tripod or ask an adult at your school to record the lessons.

3. Select an instructional group to tape and tape the entire lesson (approximately 20-30 minutes) for 3 days.

4. View the 3 lessons all the way through. In collaboration with your course instructor, select the teaching behavior to increase/decrease, operationally define the behavior, and identify the target criterion.

5. Design a data collection sheet and submit for instructor approval.

6. Use the data collection sheet to record baseline performance levels of the target behavior from the first 10 minutes of the 3 lessons.

7. Graph your data.

8. Summarize the behavior you want to change, include a statement about why you want to change it and a plan for changing it.

9. Tape the same instructional group each day and collect data during the first 10 minutes of instruction. It is very important that you record and graph these data *each day*; you may not wait to the end of the week and record for the week's lessons.

10. Upon attaining the target criterion, collect maintenance data once per week for the rest of the semester. Reinstate self-monitoring if performance for 2 consecutive weeks falls below 90% of target criterion.

11. Write a 1-2 page reflection of your experience self-monitoring your selected teaching behavior. Please use the following headings as you write your reflection:

   1. Teaching Behavior: operationally define the behavior you monitored and explain why you selected this behavior.
   2. Results: describe the results of implementing self-monitoring of this behavior and provide specific examples of the effects of increasing/decreasing this behavior.
   3. Reflection - please respond to the following:
      a. Describe the benefits of using self-monitoring in your classroom.
      b. Describe the drawbacks of using self-monitoring in your classroom.
      c. Are you likely to use self-monitoring again? Why or why not?
      d. Additional comments.

12. Submit all data collection sheets, graphs, and your reflection by the due date on the course schedule.

Self-Monitoring Evaluation Grade Rubric

Component	Description	Points
Baseline	Identify appropriate behavior and accurately collect baseline data	/25
Summary of baseline	Include the behavior you want to change AND a plan for changing the behavior	/25
Intervention data	Record, graph, and analyze data daily	/20
Generalization data	Record, graph, and analyze data once/week; reinstate self-monitoring as necessary	/10
Reflection	Respond to each component of the reflection prompt	/20
	Graduate Total	/100

Seminar attendance

Students are expected to attend and actively participate in class discussion and on-demand activities. Students should discuss relevant educational problems encountered in the classroom of students with moderate and severe disabilities and share experiences with seminar participants. Students should also be prepared to discuss progress on assignments.

Practicum students completing 12 hours are to attend all seminars. In addition, practicum students who did not make an A during the first 6 hours are to attend all seminars. Six must be on-campus if you did not make an A during the first 6 hours. Practicum students completing the

6 hours are to attend at least 6 seminars. You can choose the seminars based on topic. If you can make it to campus, that would be great!

When practicum students attend seminars via teleconferencing, they must supply a telephone number where they can be reached by 6:45 p.m. on the day of the seminar. They will be expected to be at that number at 7:00 p.m. and to remain on the call until 8:15 p.m.

Seminar Attendance Grading Criteria

Component	Description	Points
Attendance in seminars	Punctual and active participation	/12
	Total	/12

University supervision observations

The university supervisor will conduct a minimum of three total observations of the advanced practicum student in their classrooms per 6 hour practicum, and a copy of the completed observation forms will be provided to both the advanced practicum student and the course instructor. At least one of these must be face-face.

Portfolio Development

The standards and suggested items to include under each standard are below. Items included in the portfolio should represent what you consider to be your best work. You may include other items under the standards, or decide to put some of the suggested items under different standards. This is fine as long as you can justify why you put certain items under certain standards. For each standard, write a paragraph of the items you included under the standard and why you included them (i.e., how they demonstrate that you have competency in that standard).

Your philosophy of teaching and daily schedule should be included prior to the other samples; all other samples will be organized by standard and may include the following:

Standard 1: Content Knowledge   Any class items that show you have obtained knowledge for working with students with MSD such as a literature review, papers written that show your knowledge, or exams.
Standard 2: Designs and plans instruction   Lesson plans for your units of instruction in advanced practicum

Optional- alternate assessment units
Standard 3: Creates and maintains learning climate Behavioral programs from advanced practicum
Standard 4: Implements and manages instruction Instructional programs from advanced practicum or EDS 548/549, core content lesson
Standard 5: Assesses and communicates learning results IEP/ITP from advanced practicum
Standard 6: Demonstrates implementation of technology Any example from advanced practicum such as assignments adapted with picture symbols, pictures of switches or communication devices, computer-generated data sheets or graphs, photographs of an adaptation you made using technology, or lessons conducted with technology. Optional- any item from a technology course
Standard 7: Reflects and evaluates teaching and learning Observation sheets from practicum and advanced practicum Optional- journal entries Make sure to write a reflection summarizing the observations that you had and the feedback you were given during those observations.
Standard 8: Collaborates with colleagues/parents/others Any item that shows you collaborated during advanced practicum, such as notes written to parents, notes from working with gen education teachers or related service personnel, documentation of attendance and/or participation at an IEP meeting, or lessons conducted in the general education class may go here.
Standard 9: Evaluated and implements professional development A paragraph written about any professional development, such as IEP meeting, alternate assessment training, map workshops, co-op trainings, red cross/first aid training, and any professional development activities you attended during advanced practicum. You should document each training you went to, provide the date and times, and the content covered.
Standard 10: Provides leadership with school/community/professional A paragraph or any evidence of participation in outside activities, such as CEC, Down Syndrome Society, Autism Society, tutoring for families, volunteer work with persons with disabilities, Special Olympics, etc. Consultation or activities you did with general education teachers or trainings you conducted would also go here.

Conferences with instructor

Objectives:
1. Provide the practicum student an opportunity to clarify course requirements and assignments.

2. Provide the practicum student an opportunity to discuss and problem solve day-   to-day issues encountered in his/her classroom.

3. Provide the instructor an opportunity to review and provide feedback regarding academic and behavioral programs the practicum student is implementing in his/her classroom.

Procedures:
1. By the end of the second week of the semester, arrange a mutually agreeable time with the course instructor to conduct the webcam conferences.

2. Download and test a mutually agreed upon conference program (e.g., Windows Messenger, Skype). A webcam may be checked out from the course instructor if necessary and returned with the advanced practicum portfolio at the conclusion of advanced practicum (no grade will be submitted until the webcam is returned).

3. Participate in a minimum of six conferences across the semester (additional conferences may be scheduled at the request of either the practicum student or the course instructor).

4. The day before each scheduled conference, email the course instructor an agenda for the conference. Appropriate agenda items include (but are not limited to):
   a. Housekeeping details/questions regarding course requirements/assignments
   b. Reviewing instructional/behavioral programs, analyzing data, identifying data-based instructional decisions
   c. Discussing current issues in the classroom (e.g., scheduling, behavior management, collaboration with related service providers and/or general education teachers)
   d. Course instructor items (they will be emailed upon receipt of the agenda)

5. The day after each conference, email list of action items to be addressed prior to the next conference.

Conference Evaluation: The conferences are worth 25 points each, for a total of 50 points.

Component	Points
Developed and emailed relevant agendas	/2
Actively participated in conferences	/8
Emailed list of action items	/5
Incorporated feedback from conferences/completed action items	/10

	Total	/25