

Practicum in Special Education
15:293:636
Spring 2015
3 credits
 Tuesday 4:50-7:30 GSE room 347

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Office Hours Tuesday & Thursday 3:30 – 4:30 or by appointment	Prerequisites or other limitations: 15:293:522, 526, 527
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: email edith.ferris@gse.rutgers.edu

Syllabus may be subject to minor changes.

Learning goals:

Each course objective is linked to the New Jersey Core Teaching Standards found in parenthesis after each objective.

Upon completion of this course the participants will be able to:

- **Evaluate students in accordance with the New Jersey Administrative Code**
(Instructional Practice: Standard #6, Assessment);
- **Prepare evaluation reports in accordance with the requirements of the New Jersey Administrative Code**
(Instructional Practice: Standard #6, Assessment);
- **Interpret both academic and cognitive test results (WJIV) to determine eligibility for special education and related services**
(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment and #7 Planning for Instruction);
- **Identify patterns of test results that indicate specific learning disabilities**
(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment);
- **Utilize assessment results to develop Individual Education Plans that meet state requirements and address students' strengths and weaknesses using the WJIV.**
(The Learner and Learning: Standard #1, Learner Development, Standard #2, Learning Differences and Content: Standard # 4, Content Knowledge, and Instructional Practice: Standard #7, Planning for Instruction);
- **Implement state required directives for students with discipline concerns**

- (The Learner and Learning: Standard #1, Learner Development, Standard #2, Learning Differences, Standard #3 Learning Environments and Professional Responsibility: Standard #9, Reflections & Continuous Growth);
- **Share educationally relevant information with other professionals to foster their understanding of special education and students with disabilities**
(Professional Responsibility: Standard #10, Collaboration);
 - **Practice effective case management strategies with parents, students and other professionals, as well as outside agencies and schools**
(Professional Responsibility: Standard #9, Reflections and Continuous Growth and Standard #10, Collaboration);
 - **Prepare students for transition to adult life**
(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment and #7 Planning for Instruction and Professional Responsibility: Standard #10, Collaboration).

Course catalog description:

This practicum is designed to prepare students seeking New Jersey certification as a learning disability teacher consultant. Students will be mentored by a member of the child study team in a school setting. Conducting student assessments and preparing written reports will be required.

Course Description:

The purpose of the internship program is to prepare students to assume the professional responsibilities of a Learning Disabilities Teacher Consultant. During the internship students will increase their understanding of student evaluation and the responsibilities inherent in the position of a LDTC and will participate as a member of an interdisciplinary team. Students are required to spend a minimum of 90 hours in the field (under the supervision of a certified LDTC) and are expected to prepare four student evaluations using the WJIV. These evaluations should include both initial evaluations and reevaluations and, if possible, include students varying in age, grade or severity of disability. Only one student evaluation may be a preschool student. Participation in IEP and discipline meetings is strongly encouraged. Students are expected to adhere to the Code of Ethics of the Council of Exceptional Children

In addition, students will extend their assessment skills and discuss professional issues in class sessions. Classes will be structured to allow for open discussion of student on-site observations and presentations of cases and an in-service topic. The professional responsibilities of a LDTC, in addition to assessment, will be discussed in detail. Included in class discussions and responsibilities will be readings and assignments related to the Danielson framework, PARCC and Student Growth Objectives.

Class materials/ Textbooks:

Mather, N., & Jaffe, L. E. (2002). *Woodcock Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons.

New Jersey Administrative Code – Title 6A, Chapter 14 Special Education

(Available in your school's Child Study Team office or online at www.state.nj.us/education)

Parental Rights in Special Education – also found in the Child Study Team Office or online.

Assignments and Grading:

1. Case Study Presentation	100 points
2. 3 Other Evaluations	150 points
3. In-service presentation	50 points
4. Class participation	100 points *
5. Portfolio	<u>50 points</u>
Total	450 points

* Points will be given for online and in class assignments. Each absence will result in a deduction of 10 points from class participation and more than two absences will result in repeating the course.

Assignment Submission Policy:

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 5% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as "students with **learning disabilities**" or "**individuals who have mental retardation**" are **preferred** over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students," "students without learning disabilities" or "typical students" should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.

- You must demonstrate better than satisfactory writing skill. The reports that you write should be totally free from grammatical or spelling errors. Be careful when using your shell to not include another student's name or refer to a student by the wrong gender.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- Papers will be graded within 14 days of their due date.

Due Dates:

Case Study will be due on sign up date.

The first evaluation is due on 2/25/2015, the second on 3/25/2015. The remaining evaluation may be handed in when completed – final acceptance date – 4/22/2015.

In-service topic is due on 4/29/2015

Portfolios will be checked on 4/29/2015, but can be presented earlier if ready.

Students are required to bring to the final class a letter from their LDTC supervisor outlining the activities they have participated in during their practicum experience. Each student will complete a statement that they have completed 90 hours of work during their internship. This work will include attending meetings, testing, report writing, interviews, etc.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule*

Danielson readings may be found at [http://www.danielsongroup.org/ Special Ed Scenarios](http://www.danielsongroup.org/Special_Ed_Scenarios)

Date	Assignments and Readings
1/20	State requirements and collecting data for an evaluation. Functional evaluations & Review of assessment practices Review of report writing & administration of the WJIV Homework – how does your district organize their paperwork - forms, student records etc.? What is done to preserve student confidentiality? Reading in the Mather book to page 51
1/27	Referral and Initial Determination process – timeline, Homework – How does your district determine if a student is eligible for classification? Read on Sakai – “How should students with LD be identified?” And “LD Enrollment Drops After Long Climb” and Chapter 14-6A:3.5 Determination of eligibility for special education & Appendix A: 20 U.S.C. 1414
2/3	Different meetings and their purpose Classification process, Grading writing samples, Review of common standardized assessments and use of the WJIV scoring
2/10	WJIV cognitive battery – administration & interpretation Determination of eligibility – procedures, program planning and educational recommendations, classification conference Read Chapter 14-6A:14-3.7 Individualized education programs and 6A:14-3.9 Related Services Danielson Domain 1. c and f and Domain 3. D http://www.parconline.org/sites/parcc/files/PARCC%20Accessibility%20Features%20and%20Accommodations%20Manual%20November%202013.pdf check accommodations for IEP
2/17	On-line – IEP writing – readings & assignment See Sakai for assignment and accommodations
2/24	The administration & interpretation of the Wechsler IQ test Report due
3/3	Comparison of the WJIV and the Wechsler Interpreting standardized test scores and developing background information, Types of discrepancies available with the WJIV and how they should be

interpreted. Working with parents, mediation and due process, Testifying in court, Parental Rights and your responsibility

Read Danielson Domain 4. c

- 3/10 **On-line** – How does your district implement Transition practices
On Sakai read the Transition court case and work through the Teleconference regarding Transition. Reading on Sakai *Beyond Compliance-Using the Summary of Performance to Enhance Transition Planning*
- 3/17 Spring Break
- 3/24 Returning students, Assessment of students with specific needs, patterns of test results that indicate learning disabilities, autism, etc.
Report due
- 3/31 **On-line** Case Study review and classification determination – Assignment on Sakai
- 4/7 Discipline for classified students and the Learning Consultant’s responsibility Behavior – doing a Functional Behavior Assessment and developing a Behavior Intervention Plan, Writing a Manifest Determination
Read Chapter 14 6A:14-2.8, Appendix A 20 U.S.C. 1415 and Danielson Domain 2. a and d
- 4/14 **On-line** Develop a behavior intervention plan for a student - Assignment on Sakai
- 4/21 Functioning of the team and case manager responsibility **Report due**
State agencies, Placing students in out-of-district placements
Requirements for licensure, Private practice, Insurance, Job interview questions, Sharing assessment results with staff and professional responsibilities. Developing SGO’s as a LDTC and the responsibility of the LDTC for seeing that teacher SGO’s meet the needs of special education students.
Read
<http://www.nj.gov/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf>
Danielson Domain 4. d and e
- 4/28 Staff development presentations **Portfolios due**
- 5/12 Final exam

* The course outline is subject to change depending on student needs and the availability of speakers.

Learning Evaluation

Student Selection: Obviously you will not be able to choose the students you evaluate for this course. Encourage your mentor to provide you with a variety of students in terms of age, grade, type and degree of disability. Only one preschool or kindergarten student is acceptable. If possible a new referral would be nice.

Evaluation Process: You will follow the state requirements of chapter 14. This means that you should be able to observe the student in class, interview the parents and teacher(s). If someone else on the team is doing one or all of those things note in your report that the information is available in the social workers or psychologists report. You will need to do a thorough background check before you begin. Check the student's records in the CST office and guidance office. Especially note the referral information and the evaluation plan. What is the LDTC expected to do in terms of the assessment?

Test Administration: Choose an appropriate setting and time for test administration. Consider the distractions in the environment, as well as the best time of day for your examinee. It may take two or more sessions to complete the testing.

- You must administer the oral language subtests, unless previous testing has indicated that oral language is not an issue. At a minimum you should give the Basic Battery (test12 is optional). Try some of the tests in the Supplemental Battery.
- For early elementary students who have reading problems you must administer the phonological awareness subtests (Word Attack, Spelling of Sounds and Sound Awareness). Use your discretion for these subtests for older students, but you may want to use these subtests for older students with reading disabilities.
- If you are testing preschoolers, use the examiner's manual for information on which subtests are appropriate for younger students.
- You may want to consider tape recording the assessment sessions, but it is not required
- You should practice test administration until you are comfortable with providing directions, identifying basals and ceilings, identifying start points, etc.
- You may observe your mentor administering the test first and then write up the report for that administration.
- You must use one other assessment in addition to the WJIV for one report.

Test Report: Information to be included

1. Use the same heading as your mentor.
2. Reason for the CST testing.

3. Background information (age, grade) and other relevant information (medical history, educational placement, previous CST testing and current grades and if available, state and district test results. Student, parent and/or teacher interviews or who did the interview and the location of that interview information should be included.
4. Behavioral observations, including whether or not the testing performance appears to be representative of typical academic performance.
5. Include a brief description of the meaning of the test scores and ranges and the purpose of the test.
6. Results (subtest and cluster scores) and an interpretation of test performance should be grouped by area (all reading scores, etc.) A short description should be given of each subtest (found in your texts) and then an error analysis should be included for each test. Discuss what the student could and could not do-grade level will determine your discussion. Do not include in your error analysis information on grade level or above grade level questions. Also explain the student's scores in terms of ranges (average) - try to avoid including #'s in your discussion. Having a chart for each section with the pertinent #'s will avoid that. Also include a section on skills, fluency and applications. A functional component (informal assessment), as required by the state, should be completed for each student and should be placed in the report where it best fits.
7. For one student report you should do a test that is not included on the WJIV. For example, this could be an IRI, a visual motor test like the Beery or the Peabody Picture Vocabulary test. You can borrow one of these from Rutgers, if necessary.
8. Summary – should be one paragraph.
9. Signature both your signature as a LDTC intern and your mentors.
10. Recommendations – listed after your signature.

Sample reports can be seen in the Mather and Jaffe book or the Essentials book. You may adapt your form to meet the needs of your district, but the report should include all of the major components.

Make sure you complete all parts of #7 on the Evaluation Present Rubric.

Portfolio Requirements

1. Letters and forms for evaluation and reevaluation
2. Determination of eligibility for Special Ed. & Related Services
3. Special Ed Code
4. IEP formats
5. Discipline forms

6. Teacher Observation forms
7. Annual Reviews
8. Alternative Placements
9. Transition Services and State Agencies
10. Additional forms and handouts

Staff Development Presentation Assignment - Due April 29, 2015

The purpose of this assignment is for the graduate student to think through a staff development or informative presentation. Only the following components of that presentation will be presented in class:

- I. Topic of the presentation and the general purpose
- II. Group to whom the presentation will be given
- III. Length of the proposed presentation
- IV. Introductory paragraph – attention grabber
- V. Interactive component of the presentation
- VI. Concluding paragraph or summary

The total presentation will be worth 50 points. Parts II and III will be worth 5 points each and the other four parts will be worth 10 points each.