AUGSBURG COLLEGE

Planning, Design and Delivery

SPE 420/520

Winter 2010

(Final syllabus will be distributed the first day of class)

Pre-requisites: Admission to the Education Department
TIME: Fridays 6:00-10:00PM
LOCATION: Foss 21A
INSTRUCTOR: Heather Lindstrom, MS
E-MAIL: lindstrh@augsburg.edu or heather.j.lindstrom@gmail.com
PHONE: (651) 705-6029 or 1-(651) 301-9494 – long distance from the Twin Cities

Course Description:
This course will provide students with the skills to write and carry out Individual Education Plans (IEPS) for both younger students and transition-aged students. Students will learn how to create and adapt lessons and write effective education and transition plans based on IEP goals. The course will also focus on creating effective learning environments. It will pay particular attention to the diversity of student needs and inclusion. The course will also explore the school culture and the impact of that culture on forming partnerships with various school personnel (including paraprofessionals) to create effective learning environments. Finally, the course will explore the role of teacher as leader within the school environment.

Education Department Mission Statement:
The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being knowledgeable in content, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Texts:


- Additional Readings: Additional readings will be assigned from the web and/or postings on Moodle
**Applicable Standards of Effective Practice:**

**Special Education (SE)**

**B. A teacher of special education understands and applies referral, assessment, team planning, and placement procedures.**

The teacher must understand:

1. how to establish case records including how to write technically adequate individual education program plans, transition plans, and assessment team summary reports.

**C. A teacher of special education understands how to use individualized education program plans to design and implement developmentally appropriate instruction and how to evaluate the program's effectiveness.**

The teacher must understand how to:

7. team teach in the general education environment and help general education teachers and other special education teachers serving students in pre-kindergarten through grade

12. adapt and modify curriculum and instruction to accommodate student needs;

**D. A teacher of special education establishes and maintains positive, collaborative relationships with families and other professionals to support the student’s development, learning, and well-being.**

The teacher must understand:

5. how to work collaboratively with family members in designing, implementing, and evaluating individual educational program plans;

6. small group processes and their application to facilitating child study teams, individual educational program planning teams, and transition planning teams;

8. how to provide consultation and training in content areas specific to services for students and families and program organization and development;

**SPECIAL EDUCATION-EMOTIONAL BEHAVIORAL DISABILITIES (SEEBD)**

**B. A teacher of special education: emotional behavioral disorders understands referral, assessment, planning, and placement procedures specific to teaching students with emotional behavioral disorders.**

The teacher must understand:

4. how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating individual education programs;

**C. A teacher of special education: emotional behavioral disorders understand how to use individual education program plans to design and implement developmentally appropriate instruction for students with emotional behavioral disorders.**

The teacher must understand how to:

3. apply the theory and rationale underlying various curriculum approaches to basic skills and how to select and implement remedial strategies in academic skill areas;

4. Integrate academic instruction, affective education, and behavior management for individual students and groups of students experiencing emotional behavior disorders;

7. apply a variety of positive procedures and proactive strategies for managing targeted behaviors;

8. apply appropriate behavior management strategies and safety procedures to be used in crisis situations;
9. apply strategies for managing presenting behavior and specific educational-social problems, selecting a functional and safe classroom design, and establishing consistent classroom routines for students experiencing emotional behavioral disorders;
11. Construct instructional sequences to teach transition skills based on the cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment;
12. how to monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.

D. A teacher of special education: emotional behavioral disorders communicates and interacts with students, families, other teachers, and the community to support students learning and well-being. 

The teacher must understand:
1. how to assist students and their families in making choices that impact academic and occupational decisions;
3. issues, resources, and strategies used to transition students experiencing emotional behavioral disorders into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers;
4. educational roles and responsibilities of other teachers and support personnel in providing educational services to students with emotional behavioral disorders.

Special Education/ Learning Disabilities (SELD)

B. A teacher of special education learning disabilities understands the referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities or learning deficits. 

The teacher must understand:
3. how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with LD or learning deficits.
8. how to design individual that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, academic and nonacademic goals.

C. A teacher of special education: learning disabilities understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with learning disabilities or learning deficits. 

The teacher must understand how to:
7. monitor, summarize, and evaluate the acquisition of the outcomes stated in individual plans.

D. A teacher of special education: learning disabilities communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.

The teacher must understand:
3. the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with learning disabilities or learning deficits.

Minnesota Standards of Effective Practice (MSEP)

5. L. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must: design and manage learning communities in which students assume
responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.

10. H. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must: collaborate in activities designed to make the entire school a productive learning environment.

Course Objectives:

- Students will write an IEP based on the laws that govern Special Education (SE B.9; D.5).
- Students will gain practical knowledge related to case management inclusive of: student case records, transition plans and other critical documentation (SE B.11; SEEBD C.12; SPLD D8, C7).
- Within the context of the curriculum, students will adapt lessons that incorporate various learning modalities and demonstrate comprehension of how to meet individual student needs, paying specific attention to issues of diversity (SE C.7; SEEBD B.4; C.3; SELD B.3, C.7).
- Students will identify and differentiate the need for academic, social and behavioral instruction as it applies to individuals in their classroom (SEEBD C.8, 9).
- Students will gain skills in effective curriculum design and culturally relevant approaches to instruction as they learn to integrate academic instruction, affective education and behavior management in their teaching practices (SEEBD C.3, 4; SPLD B8).
- Students will gain an overview of brain-compatible learning that will promote literacy and inquiry abilities, reasoning and problem solving (SEEBD C.7, 11).
- Based on a model of student strengths, learners will determine, with input from students and their families, necessary transitional skills needed for their students to move to post-secondary opportunities (SEEBD C. 11, D.1, 3).
- Students will explore and practice specific strategies for collaboration and teaming, including skills needed to work successfully with paraprofessionals within the culture of the school (MSEP 11.H, SE D.6; SEEBD D.4; SELD D.3).
- Students will develop interpersonal skills and apply these skills in conducting successful team meetings, which includes gathering and disseminating critical information from all team members (SE: D.8; SELD D.3).
- Students will identify ways to reduce school violence and increase pro-social skills (SEEBD; C.8).
**Assessment Summary:**
SE: identifies Special Education Core Standards
SEEBD: identifies Standards for Emotional and Behavioral Disabilities
SELD: identifies Standards for Learning Disabilities
MSEP: identifies Minnesota Standards of Effective Practice

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**GRADUATE REQUIREMENTS**

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<td>Graduate Professional Resources Binder</td>
<td>Paper</td>
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Assessment Descriptions

Attendance and Group Work

Attendance

Because of the interactive nature and experience of students in this class, attendance is crucial. If you know you must miss more than one class meeting please consider taking the class at another time. Attendance will be taken at each class session.

**WEATHER ALERTS & COLLEGE CLOSINGS:** All weather related news about changes to class schedules and operations is posted on Augsburg’s Web Site (identified by the red snowflake symbol).

Information is also available at the Weather Info Line at:
- 612-330-1501
- KARE-11 and WCCO-TV

Additionally, in the case of inclement weather, you will be notified of class cancellation either via voicemail or text message. (You will sign up for your preference at the first class session.) Also, if class is cancelled due to weather it will be posted on Moodle.

Please be sure to inform the instructor if you will be absent from class. You may do by either leaving a voicemail or sending an email.

5 points for each class: 35 total points

Conflict Resolution Reflection Paper

Due- January 21
25 Points

Suggested Page Length: 3-5 pages double-spaced

**Part I**

For the first part of this assignment, you should take and score the Thomas Kilman Conflict Resolution Checklist (will be handed out in class).

**Part II**

For the second part of this assignment you should discuss the results of the Thomas Kilman Conflict Resolution Checklist profile. Your paper should address the following questions:
- What is your primary conflict-handling mode? Describe the strengths and weaknesses of your mode. (Be sure to discuss how each will potentially impact you as a teacher.)
- How do you deal with conflict? Do you confront a difficult situation or do you tend to avoid conflict?
- How do you approach a potential conflict that you cannot avoid? Assertively? Passively? Aggressively? Why do you think you take this approach?
- Do you know when to give up or let go of a conflict? Explain your answer.
- How does your conflict style affect your work as a special education teacher?
- How will you address conflict with parents? With students? With other professionals?
Draft IEP  
Due – January 28 (in-class assignment)  
40 Points

This is an in-class assignment that you can complete with ONE other person (You will both receive the same grade). You will complete this assignment in-class on. For this assignment, you will be given an assessment of a student. Based on the assessment - you will write a DRAFT IEP for that student (I will provide sample forms and post them on Moodle You may use other forms or create your own, but any form used should include the information requested in the assignment.). You may either handwrite the IEP and turn it in before you leave class or you may bring a laptop and type the IEP and email me your IEP before you leave class. This assignment is only meant to be a DRAFT to get you thinking about the IEP process. You will NOT be writing an entire IEP; rather you will only focus on the following components for this assignment:

- Student Identifying Information
- Frequency of Progress Reporting Statement
- Rationale for LRE
- One Academic Goal and Objectives w/ PLEP/PLOP
- One Behavioral Goal and Objectives w/ PLEP/PLOP

School Environmental Analysis  
Due – February 11  
30 points  
Suggested Page Length: 4-6 pages double-spaced

Part I
In this assignment you will examine the school environment. First describe the physical and social aspects of the school and people with whom you work. Describe the building (interior, exterior), the surrounding neighborhood and the impressions you have as you enter the school. How is the school laid out (you may include a map) and specifically where is your classroom within the school, how is it perceived by you, staff and students, and your thoughts on where it is located.

You should also describe the socio-emotional environment. Is the environment welcoming? How are students discussed in general and your students specifically? Do faculty and staff appear positive about their work? What is your sense of regular and special educators? Also include school policy as it relates to crisis management. What is the process and how it is implemented in the school? What are your reactions and/or comfort level with the process?

Part II
The second part of this assignment will include a similar analysis on the classroom in which you are teaching. (If the students you support are in more then one classroom, choose the one that you feel is most challenging for your students). Make sure to inform the teacher of your project - framing it as a way to better understand and provide feedback for the students you support. At the end of the analysis include recommendations that would create a better learning environment for the students. Be aware of how students from various cultures (including socio-economic situations) are integrated into the class. Are there specific needs that students have related to their background? If so, how are they being met or not met? What happens to students who do not “fit in”? 
Part III
Finally, this assignment requires that you observe a ‘regular/general education classroom in your school. Describe the classroom (it should be at the grade level of your students) environment and what is similar and different from your classroom. Are there ideas either related to the physical environment or teaching style that you might incorporate in your classroom? If possible you should try to add to your classroom environment based on some of the things we have discussed in class. Discuss what you changed and whether or not it worked. If you are not able to change the classroom environment, describe what you would like to change and why.

Individual Education Plan (IEP)
Due – February 25
70 Points

For this assignment, you will be given an actual student assessment. From that assessment you need to write an entire IEP for the student (2 academics goals and 1 behavioral or social goal – 3 goals total).

You can use the forms posted on Moodle to write the IEP, forms that your district uses or forms you create. (If you use the forms from your district, please specify what program they are from – ex: CAMPUS, SpedForms, etc... If you create your own form, please include all IEP components required in the assignment.) The IEP must be typed.

Please make sure your IEP includes the following information:
• Student Identifying Information
• Frequency of Progress Reporting Statement
• 2 Academic Goals and Objectives w/ PLEP/PLOP/PLAAFPs
• 1 Social or Behavioral Goal and Objectives w/ PLEP/PLOP/PLAAFP
• Accommodations/Modifications
• Minutes in Special Education and Related Services (if applicable)
• Rationale for LRE
• Rationale for Extended School Year (if applicable)
• Rationale for Assistive Technology
• Rationale for Participating (or not participating) in MN State Testing
• Altered School Day Rationale

Consideration will be given to the appropriateness of IEP goals and objectives based on the sample assessment you are given. Additionally, the overall professional presentation of the IEP will be graded. Your IEP should be a readable, workable, and organized document that anyone could follow.

Draft IEP for a Transition-Age Student (14 +)
Due – March 11 (in-class assignment)
65 Points

This is an in-class assignment that you can complete with ONE other person (you will both receive the same grade). You will complete this assignment in-class on. For this assignment, you will be given an assessment of a student. Based on the assessment - you will write a DRAFT IEP for that student (I will provide the forms and post them on Moodle). You may either handwrite the IEP and turn it in before you leave class or you may bring a laptop and type the IEP and email me your IEP before you leave.
class. You will be writing an entire TRANSITION IEP w/ an Employment Goal and a Home Living Goal!

You should include the following components for this assignment:

- Student Identifying Information
- Frequency of Progress Reporting Statement
- Rationale for LRE
- Employment Goal and Objectives w/ Desired Future Outcomes and Goals, PLEP/PLOP/PLAAFP,
- Transition Needs, and Transition Services
- Home Living Goal and Objectives w/ Desired Future Outcomes and Goals, PLEP/PLOP/PLAAFP,
- Transition Needs, and Transition Services
- Altered School Day Rationale

IEP for a Transition-Age Student (14+)
Due – March 25
110 Points

For this assignment, you will be given an actual student assessment. From that assessment you need to write an entire IEP for a transition-aged student.

You can use the forms posted on Moodle to write the IEP or you may use forms that your district uses. (If you use the forms from your district, please specify what program they are from – ex: CAMPUS, SpedForms, etc...) The IEP must be typed.

Please make sure your IEP includes the following information:

- Student Identifying Information
- Frequency of Progress Reporting Statement
- Student Strengths
- Employment goal and objectives w/ Desired Future Outcome/Goals, PLEP/PLOP/PLAAFP,
- Transition Needs, and Transition Services
- Post-Secondary goal and objectives w/ Desired Future Outcome/Goals, PLEP/PLOP/PLAAFP,
- Transition Needs, and Transition Services
- Community Participation goal and objectives w/ Desired Future
- Outcome/Goals, PLOP/PLEP/PLAAFP, Transition Needs, and Transition Services
- Recreation and Leisure goal and objectives w/ Desired Future Outcome/Goals,
- PLOP, Transition Needs, and Transition Services
- Home living goal and objectives w/ Desired Future Outcome/Goals, PLEP/PLOP/PLAAFP,
- Transition Needs, and Transition Services
- Accommodations/Modifications
- Minutes in Special Education & Related Services
- Rationale for LRE
- Rationale for Extended School Year
- Rationale for Assistive Technology
- Rationale for Participating (or not participating) in MN State Testing
- Altered School Day Rationale
Consideration will be given to the appropriateness of IEP goals and objectives based on the sample assessment you are given. Additionally, the overall professional presentation of the IEP will be graded. Your IEP should be a readable, workable, and organized document that anyone could follow.

**Adaptation of Lesson Plan**
**Due March 25**
**30 Points**

You have the option of completing this assignment **alone** or with **one other person**. If you chose to complete this assignment with another person, please note - each of you will receive the **same** grade. During the last class (March 25), everyone in class will present an adaptation of a lesson plan they have adapted in one of the following areas:


- **Assessing and Teaching Oral Language** (Chapter 6)
- **Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition** (Chapter 7)
- **Assessing and Teaching Reading: Fluency and Comprehension** (Chapter 8)
- **Assessing and Teaching Writing and Spelling** (Chapter 9)
- **Assessing and Teaching Content Area Learning and Vocabulary** (Chapter 10)
- **Assessing and Teaching Mathematics** (Chapter 11)

Students will sign-up for their **topic area** during the second class (January 21).

Students are expected to create a lesson in their topic area that they have **adapted for students with learning and/or emotional behavioral disorders**. Students should use the Augsburg Lesson Plan Format when developing their lesson.

[http://www.augsburg.edu/home/education/studentteaching/Lesson_Plan.pdf](http://www.augsburg.edu/home/education/studentteaching/Lesson_Plan.pdf)

Students will present their lesson plan to the class on March 25. Presentations should be no longer than 15 minutes in length. The presentation should include a review of the lesson plan, sample materials to be used in teaching and an explanation of why the adaptations were made. Students should be prepared to answer questions from peers and/or the instructor following their presentation.

*** Please make a copy of your lesson plan for every student in class.
GRADUATE STUDENTS:

Professional Resources Binder
Due March 25
55 Points

Students taking this course for graduate credit will create a Professional Resources IEP Binder. This binder will demonstrate the learning and professional growth that takes place throughout the course. Additionally, the binder will be a collection of resources and example material that you will be able to use in your teaching position to help you do high quality work. Resources in this binder will be compiled from a combination of both in-class and outside class resources. Following is a list of items to be included in your binder:

- Table of Contents
- Due Process Development Information (could include blank IEP's, PowerPoint's explaining the different components of the IEP, federal and state laws, handouts on how to write goals and objectives, etc.)
- Sample IEP's and Sample Transition IEP's (the one's you wrote)
- Best Practice Resources I (resources handed out in class)
- Best Practice Resources II (resources from outside class - your school district, other courses, colleagues, etc.)
- Personal Reflection Paper (see below)

As part of the binder, you should reflect on your experiences with this class, specifically the IEP process. Following are questions to include in your reflection:

What are the necessary components of an IEP?
- What criteria would you use to assess an IEP?
- If you could only pick one area, what area do you think is the most important in the IEP?
- What solutions would you suggest to a colleague who has come to you with a question about facilitating a particularly difficult IEP meeting?
- How has this class prepared you for planning, facilitating, and developing an IEP? What are your personal strengths and weaknesses in this process?

*** A suggested length for your personal reflection is 4-6 pages double-spaced. ***
### Grading Criteria:

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<th>Percentage</th>
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**Helpful Information:**

**Links to Augsburg Department of Education Website:**

- **Lesson Plan Template:** [http://www.augsburg.edu/education/studentteaching/Lesson_Plan.pdf](http://www.augsburg.edu/education/studentteaching/Lesson_Plan.pdf)
- **Criteria for Developing Lesson Plans:** [http://www.augsburg.edu/education/studentteaching/lesson_criteria.pdf](http://www.augsburg.edu/education/studentteaching/lesson_criteria.pdf)
- **Criteria for Grading Lesson Plans:** [http://www.augsburg.edu/education/studentteaching/lesson_rubric.pdf](http://www.augsburg.edu/education/studentteaching/lesson_rubric.pdf)

**Late Work & Incompletes:**

- Each student is expected to complete assignments at the scheduled times. However, there may be occasions when that may not be possible. If such an occasion arises, then you must contact your instructor. Voice-mail or e-mail messages are an acceptable means of informing the instructors of a challenging situation. (Note: if you email the instructor & have not heard back, it is YOUR responsibility to follow up with the instructor.) **Failure to do so may result in an “F” on the missed assignment.**

- The grade of incomplete or “I” is an arranged grade based on a specific agreement between the student and the instructor and should not be assigned based on student nonattendance. Any student who seeks the grade of incomplete or “I” will be expected to work with the instructor on a specific agreement detailing when and under what conditions the grade of “I” will be changed to a letter grade ranging from A to F. The student prior to the end of the course will sign that agreement.

- **Assignments turned in late, without prior approval or knowledge from the instructor, will have points deducted from the final score/grade and/or may result in an “F” on the late assignment.**

**Returning Papers, Exams, and Projects:**

- Papers will usually be returned in class. Papers may also be available from the instructor if special arrangements are made between the student and the instructor. Papers will be returned via US Mail with a self-addressed stamped envelope.

**Writing Skills:**

You are taking a college course for credit. Please use basic writing skills including an introductory paragraph in ALL written work, and a conclusion paragraph summarizing the information. Use spell check. Have another person read over your paper. Use transition words to help the paper flow from paragraph to paragraph. **USE PERSON FIRST LANGUAGE** – what that means is that the person comes FIRST, then the disability. For example, use a person who is blind rather than the blind person. Use professional language and avoid a conversational tone in your writing. You are all going to be teachers, therefore use a professional language that you would expect your colleagues to use and/or what you would use when writing to your parents. This does not mean use “big words” it means, stay professional.
**General Policies:**

**Student Rights:** Students with diagnosed disabilities may have legal rights to course modifications. Please identify yourself to the instructor the first week of class so that I may assist you in reaching your learning goals. All students have the right to use the Augsburg College Counseling Center and Student Development Services, as well as to receive tutoring assistance from the Writing Lab.

**Honesty Policy:** The Augsburg College policy on academic honesty applies to this course. Unless otherwise stated, the assignments you hand-in are assumed to be your own individual work. Please refer to the Augsburg Student Guide for further details.

**Technology Policy:**

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- ✔ Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- ✔ When required, attach documents to email.
- ✔ Make active use of online course resources (e.g., Moodle).
- ✔ Have a student ID/library card and access articles from E Reserves
- ✔ Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- ✔ Have the ability to access and navigate the Internet.
- ✔ Check Moodle for class announcements between classes.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Moodle and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

**Attendance:** Attendance is required. This class will emphasize classroom participation. If you miss the class you will be expected to make it up. Please make arrangements with the instructor. It is **STRONGLY** discouraged to miss any classes. You can NOT pass this course if you have to miss more than two class sessions – you will receive an “F” for the course, therefore please consider taking this at another time if you know that you have to miss class.

**Courtesy Policies**

**Laptops:**

- ✔ In an age of increased technology, many students are choosing to bring laptops into class to take notes and to look at posted resources on Moodle. It is my expectation that laptops will be used for taking notes or for viewing information and resources posted on Moodle, not for surfing on the Internet. If you chose to surf the Internet during class, please excuse yourself from class and respond to emails etc. in the hallway. The instructor reserves the right to deduct class participation points from any student who chooses to surf the Internet during class or to ask a student to refrain from bringing their laptop to class if it proves to be a distraction to the instructor and/or other students in the class.
Communication during Class time:

☑ Out of respect for your fellow classmates and the instructor, please refrain from “side bar” conversations during class time. These “side bar” conversations include oral communication, sign language, and note passing. Additionally, this policy includes text messages and cell phone usage. For the courtesy of all, please make sure your cell phone is on “vibrate” during class time. If you need to talk during class, please quietly excuse yourself from class and talk in the hallway.

The instructor reserves the right to deduct class participation points from any student who violates this courtesy policy.
**COURSE SCHEDULE**

*(Tentative ~ instructor reserves the right to change the scope, sequence, and pace of lectures *weeks are weeks that are met back-to-back!)*.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1. January 7</td>
<td>Introductions</td>
<td> Bos &amp; Vaughn: Chapt. 5</td>
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<td></td>
<td>Syllabus</td>
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<td>Conflict Resolution</td>
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<td>Role Plays/Class Discussion</td>
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<td>2. January 21</td>
<td>Sign up for Lesson Plan Presentations</td>
<td> Bateman &amp; Linden; Chapt. 1, 2, &amp; 4 (pp. 115-122)</td>
<td>CONFLICT RESOLUTION REFLECTION PAPER DUE</td>
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<td></td>
<td>Discuss results of Thomas Kilman Checklist</td>
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<td>IEP in Perspective</td>
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<td>Legally Correct IEPs</td>
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<td>Educationally Useful IEPs</td>
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<td>How to hold a successful IEP meeting</td>
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<td>Students in the IEP process</td>
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<td>3. January 28</td>
<td>Essential Components of the IEP</td>
<td> Bateman &amp; Linden; Chapt. 4 (pp. 122-123)</td>
<td>DRAFT IEP DUE</td>
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<td>How to write IEPs</td>
<td></td>
<td>You may work with one other person on the DRAFT IEP</td>
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<td>In-class Practice; Writing your own IEP</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Due Dates</td>
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<td>Time for Discussion &amp; Review: What questions do you have about the IEP?</td>
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<td>What is transition?</td>
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<td>5. February 25</td>
<td>Essential components of the transition portion of an IEP</td>
<td>Bos &amp; Vaughn: Chapt. 3</td>
<td>IEP DUE</td>
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<td>In-class Practice; Writing your own transition-age IEP (DRAFT)</td>
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<td>GRADUATE PROFESSIONAL RESOURCES BINDER DUE</td>
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<td>You may work with one other person on the draft transition IEP</td>
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<td>Socialization &amp; Classroom Management</td>
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<td></td>
<td>Coordinating, instruction &amp; collaborating</td>
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<td>7. March 25</td>
<td>LAST DAY OF CLASS</td>
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<td>LESSON PLAN DUE</td>
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<td>Finish discussion from previous class (if needed)</td>
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<td>FINAL TRANSITION IEP DUE</td>
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<td>Lesson Plan Presentations</td>
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