SPED 595 – Advanced Preparation Capstone for Special Education

Spring 2022 Syllabus

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Field-based Instructor:	Pete Hoechner email: pete.hoechner@wku.edu office: GRH 1079
Class Location: Online	
Instructor's Office Hours: By appointment (In-person, Zoom, and Phone Calls available by appointment)	

*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

Address: Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Prerequisite: You must have a passing Praxis II Scores prior to admission to class. Placement in LBD classroom.

Required Text: *High-leveraged Practices in Special Education*. E-book available
at https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf
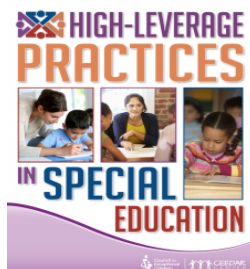
Primary Course Website: BlackBoard

Graduate Catalog Description:
A capstone course is Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.

Course Rationale:
Candidates are teaching in a supervised clinical/field-based experience in the appropriate educational setting for individual working on an advanced degree in Special Education. Supervised internship experiences at the graduate level are required to meet learned society standards. This course also supports the University's mission of *increasing student learning and improving institutional effectiveness.* Student learning is increased through the supervision of instruction. The University's effectiveness is improved by producing better-trained teachers in a critical shortage area at the graduate level.

Course Objectives/Student Learning Outcomes (SLO):
The overall learner outcome for the internship is that students will be able to access and implement appropriate curriculum, instruction, and behavioral interventions for their students in a variety of settings. Students will:
1. Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development with the assistance of the Field-based Practitioner
2. Link K-12 student results to instructional practice through a Capstone Project
3. Reflect on skills mastered during the semester of teaching in a special education setting
4. Identify areas of growth
5. Implement the proposed activities in the internship placement
6. Incorporate high-leveraged practices (HLPs) in daily teaching practices
7. Demonstrate ability to use student data to drive instructional decision-making
8. Share knowledge of HLPs and capstone project with colleagues to inform practice

Students will be expected to demonstrate awareness of, knowledge of, and application of all the above objectives through course assignments throughout the semester.

Course Format:
Students are expected to follow all protocols of the school and work collaboratively with school personnel and the WKU field-based instructor. Assignments for this course are developed to enhance and connect the work within the school; they are not meant to be additional or separate from the activities in the classroom.

During the semester there will be formal observations with the field-based instructor with additional supports as needed. There will also be zoom meetings with the course instructor to discuss course content and assignments. Assignments will consist of individual projects, including the capstone, along with several group activities to discuss high-leverage practices and research ideas with a share out of completed capstone projects.

Field-based Observations:
The field-based instructor will contact each student and schedule observation appointments. Each student will email the field-based instructor a lesson plan at least 24 hours prior to the visit. **Failure to receive lesson plan will result in cancellation of the observation.**

After the first observation, the field-based instructor will conference with each student and provide feedback. Each student will also complete a Professional Growth Plan (PGP) and a WKU dispositions

form for this class. The PGP will be the responsibility of the student to implement. Depending upon the information and the field-based instructor's discretion, one of the following will occur:

1. Schedule an appointment for a return visit to complete another observation to demonstrate improvement
2. Allow the student to submit a video to demonstrate improvement
3. Make any additional arrangement needed by the student

Course Content Outline:
Students will be evaluated based on their performance in completing assignments such as the following:
- Professional Growth Plan
- High-leverage Practices Reflections
- Teaching Observations
- Capstone Project
- Capstone Presentation

Assignments and point values are *tentative* and may change. Modifications are possible to support mastery of the content and/or support students' need. Specific guidelines will be provided for each assignment.

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives	CEC Advanced Preparation Standards	KY Teacher Performance Standards
Professional Growth Plan	1, 4	6.4	9
HLP Reflection	2, 3, 6, 8	1.2, 2.2, 7.1	1, 2, 3, 5, 6
Teaching Observations	3, 5, 6, 7	1.2, 2.1, 3.2, 5.2	1, 2, 4, 6, 7, 8
Capstone Project	2, 3, 5, 6, 7	1.2, 2.2, 3.1, 4.1, 4.2, 4.3	4, 6, 7, 8, 9
Capstone Presentation	2, 3, 7, 8	3.1, 4.1, 5.4, 6.5, 6.7, 7.3	4, 7, 8, 10

Standards addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Teaching Observations HLP Reflections

Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Teaching Observations HLP Reflections
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and encourage positive social interaction, active engagement in learning, and self-motivation.	HLP Reflections Collaboration with colleagues
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Teaching Observations Capstone Project Capstone Presentation
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	HLP Reflections
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Teaching Observation HLP Reflections Capstone Project
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Capstone Project Capstone Presentation Teaching Observations
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	Capstone Project Capstone Presentation Teaching Observations
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Professional Growth Plan Capstone Project
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.	Capstone Presentation

Full Standards are available at the following links:
Advanced Preparation Standards: https://exceptionalchildren.org/sites/default/files/2020-07/Advanced_Preparation_Standards.pdf
Kentucky Teacher Performance Standards: http://www.epsb.ky.gov/mod/book/view.php?id=133
High Leverage Practices (HLP): https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf

Course Evaluation:
Due dates and times on the course schedule. Work may be submitted early. If you have extenuating circumstances affecting your submission, please communicate with the instructor BEFORE the due date to secure an alternative due date. Otherwise, the following late policy will apply.
Late work will receive a 10% deduction per day that it is late. If you expect delays on any of your assignments, please contact me in advance of the assignment due date to make arrangements.

Assignment	Possible Points
Professional Growth Plan	50
High-Leverage Practices Reflections (4 x 25)	100
Teaching Observations	100
Capstone Project	250
Capstone Presentation	100
TOTAL	**600**

Grading Scale:
This course is Pass or Fail. Students are expected to receive a passing score of at least 75% and complete all the required assignments and expectations at a passing level.

COVID Information:
All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Student Disability Services:
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly

from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the Process for Academic Dishonesty

Sexual Misconduct/Assault Policy:
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and
Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
https://www.wku.edu/sarc/

Technology Policy:
Managing student technology is the sole responsibility of the student.
- All work must be typed unless otherwise noted. Word processing must be done either in Microsoft Word .doc or .docx format. You have free access to MS Office 365 by using your WKU information. Visit the WKU Microsoft Office 365 website for details.
- Use your WKU email for all correspondence.

The professor and/or WKU are not responsible for making sure that:
- student word processing software is compatible with that used by the University
- student email software is working properly and that students know how to use it (e.g., to send attachments to the professor)
- Internet service providers' equipment and software are installed and working properly in conjunction with student computers
- in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course
- any other student technology problem or issue gets successfully resolved. It should be understood that even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000.