**UNIVERSITY OF MARYLAND - COLLEGE PARK**  
**SPECIAL EDUCATION PROGRAM**

**EDSP 406**  
**Field Placement I: Special Education**  
**Fall 2011**

**Seminar Dates:**  10:00 a.m. – Noon Sept 2 – December 9  
**Room #:**  Rm. 1315 Benjamin Bldg.  
**Office Hours:**  By Appointment:  1238 Benjamin

**Seminar Leaders:**  Lynn Brown, M.S.  
**brownml@umd.edu**  
301-405-6468 (office)  
Carolyn Fink, Ph.D.  
**cmfink@umd.edu**  
240-603-8322 (cell)  
301-927-7807 (home)

**Course Description:** EDSP 406 is the first field experience for special education majors. The Friday seminars provide a broad overview of careers in Special Education and age-based areas within the Special Education 5 year BS/MEd program, supported by arranged tours of school sites during some of the additional two mornings per week.

**Course Objectives:** During this field placement the expected Candidate Outcomes are based on skills in the Council for Exceptional Children (CEC) Performance Based Standards for Beginning Teachers. These standards can be found at the CEC website – [http://www.cec.sped.org/](http://www.cec.sped.org/). Teacher candidates will:

1. participate in decision making activities, tours and specialty lectures.  
   *CEC Standard 9 – Professional and Ethical Practice: Knowledge: “Continuum of lifelong professional development”*

2. make an informed choice regarding their specialty area in Special Education.  
   *CEC Standard 9 – Professional and Ethical Practice: Knowledge: “Importance of teachers serving as model for individuals with exceptional learning needs”*

3. demonstrate professional habits and attitudes as evaluated by the Field Performance Based Assessment.  
   *CEC Standard 9 – Professional and Ethical Practice: Skills: “Use verbal, nonverbal, and written language effectively”, “Conduct self-evaluation of instruction”*

4. gain knowledge about special education as a field and a career.

© Lynn Brown. All Rights Reserved.
Each of these CEC standards also align with other National, State and College expectations: the Interstate New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards, College Conceptual Framework (CF) and Emerging Commitments (EC). Specifically, CEC # 9 Ethics and Professional Practice aligns with INTASC # 9 Reflective Practice and Professional Development; EC #4 Reflection, and EC#6 Responsible and Ethical Action

Required Reading: Field Placement Handbook will be posted on our Blackboard site. Please visit our website as soon as possible after receiving this information. Please save a copy of the handbook to refer to in class on September 9.

LIVE TEXT: An active subscription to Live Text is a requirement for this class and for other courses that comprise the professional education program. Live Text is an electronic portfolio and Accreditation Management System that is required for all teacher candidates in the teacher preparation programs in the College of Education. Live Text accounts can be purchased at the University Book Center; see EDUC–EDUC in the Book Center course listings. In the bookstore it is listed as Fall 2011 > EDUC > EDUC > ALL. Live Text is a one-time purchase that lasts the duration of the candidate’s time at the College of Education and one year following program completion (up to a period of five years), so if the account is active, the candidate does not need to repurchase the software. Candidates may purchase either: LiveText – General $98.00 or LiveText – Learn 360 $128.00

For assistance please contact: coe-livetext@umd.edu or assessmentoffice@umd.edu

CITI TRAINING: The Collaborative Institutional Training Initiative Human Subjects Training is mandatory for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. It usually takes approximately 4-5 hours to complete the online course. CITI Human Subjects Training is valid for three years, and must be renewed for each additional three-year period. There is no charge to take the CITI Training course. Teacher candidates are encouraged to complete the CITI training as soon as possible, but no later than September 30, 2011. Also, be sure to print off a copy of the CITI training COURSE COMPLETION REPORT form for your personal file so that you can later retrieve it and upload it to your LiveText account when prompted to do so.

See detailed instructions for fulfilling the CITI requirement attached at the end of this syllabus.

ACADEMIC INTEGRITY/HONOR CODE: The University of Maryland has approved a Code of Academic Integrity. Along with certain rights, students also have the responsibility to behave honorably in an academic environment. ACADEMIC

© Lynn Brown. All Rights Reserved.
DISHONESTY WILL NOT BE TOLERATED. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

It is important for candidates to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.sc.umd.edu

Any abridgment of academic integrity standards will be referred directly to the Honor Council.

Teacher candidates can consult the University publication entitled Code of Academic Integrity, available on the web at: www.iro.umd.edu

The University has a nationally recognized Honor Code, available on the web at www.UM.edu/honorpledge administered by the Student Honor Council. The University of Maryland Honor Code reads, “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” In this seminar all written work is original, based on personal and professional inquiry and reflection.

ACADEMIC ACCOMMODATIONS: A candidate with a documented disability, who wishes to discuss academic accommodations, shall contact the instructor at the beginning of the semester. For information on academic accommodations go to: www.counseling.umd.edu/DSS

Help in study skills, time management, writing, etc., is available at the Learning Assistance Service (LAS), a division of the Counseling Center. The location is Susquehanna Hall (301) 314-7682. For more information go to www.inform.UM.edu/LASRV

ASSISTANCE FOR STUDENTS IN DISTRESS: If a candidate feels that he/she is encountering problems that may hamper academic performance or life on campus, please call the Counseling Center (301) 314-7651 for resources or referrals.

ATTENDANCE: University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation. **Excused Absences:** Teacher candidates will not be penalized because of religious observances or other
excused absences (see above), and shall be given opportunity to make up within a reasonable time any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. All absences from placements must be made up at a mutually available time for Mentors and Candidates. Please notify instructors as soon as possible regarding any absence and, in the case of religious observances, please provide University Supervisor a written notification of the projected absence within two weeks of the start of the semester.

More information on attendance can be found at http://www.faculty.umd.edu/teach/attendance.html

COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies. (08/03/05; updated 8/18/11)

Course Requirements

**Attendance:** All teacher candidates are required to attend seminars and site tours and observations as scheduled. A pattern of unexcused absence or lateness will be reflected on the FPBA and Technical Standards / Foundational Competencies evaluations.

**Papers:**

1. Teacher candidates will write 3 Inquiry Summaries in class (1 point each), one for each age-based specialty area, using a professional inquiry process.

2. Teacher candidates will complete an Individualized Student Support Plan (ISSP – 1 point) and write a one-paragraph summary (1 point) of a research article regarding supporting students with disabilities in varying educational settings.

3. Reflection Paper (5 points): Teacher candidates will write a 2-page summary of their decision-making process and progress toward their professional
Papers will be evaluated on (see assignment descriptions attached):

Content: Inquiry Summary covers tour, department faculty presentation, and class discussion
ISSP – neatly written, minimum 3 bullets per section
Research Article Summary – use of 4 headings; complete one paragraph summary typed

Reflection: Shows depth of analysis

Mechanics: Grammar, spelling, person-first language and Clarity

NOTE: All assignments are due on the dates specified in the syllabus, and must be completed accurately and professionally to receive full credit. **Late assignments will receive a grade of 0 (zero) unless prior arrangements have been approved by the supervisor.** Unexcused late assignments will be reviewed and feedback will be given. A pattern of late and/or incomplete assignments will also be reflected on the FPBA and Foundational Competencies evaluations.

**Grading:**
5 possible points for communication (1 point each brief written assignment)
5 possible points for reflection (Reflection paper)
40 possible points for professionalism (Field Performance Based Assessment)
50 possible points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>50</td>
</tr>
<tr>
<td>B+</td>
<td>44</td>
</tr>
<tr>
<td>C+</td>
<td>39</td>
</tr>
<tr>
<td>D+</td>
<td>34</td>
</tr>
<tr>
<td>F</td>
<td>29 and below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49-46</td>
</tr>
<tr>
<td>B</td>
<td>43-41</td>
</tr>
<tr>
<td>C</td>
<td>38-36</td>
</tr>
<tr>
<td>D</td>
<td>33-31</td>
</tr>
<tr>
<td>A-</td>
<td>45</td>
</tr>
<tr>
<td>B-</td>
<td>40</td>
</tr>
<tr>
<td>C-</td>
<td>35</td>
</tr>
<tr>
<td>D-</td>
<td>30</td>
</tr>
</tbody>
</table>

**Professional Attitude:** You will choose a specialty within the field of special education, but you are first and foremost a special education professional. Although you may have firm ideas about the specialty in which you want to work, you will be expected to be familiar with the entire field of special education and the continuum of services, once you are working in schools.

We encourage you, through the use of the professional inquiry process to formulate questions for faculty, teachers in the schools, or advanced teacher candidates in the program before seminars or field visits. Take advantage of their expertise.

When touring the schools on the schedule provided, be at all times a good representative of the University of Maryland. Be on time, be prepared, dress appropriately for the school environment, and be open to what the schools have to teach you. You can reflect in your written assignments and in class discussions with your opinions and judgments.

**Professional Goals (to be self-assessed at midpoint and final evaluation times)**

© Lynn Brown. All Rights Reserved.
Based on the above description of expectations, what are your goals for this seminar and school tours?

### Seminar Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| Sept 2| Introductory Activities  
Welcome to Special Education  
Introduction to Advising: Dr. Dawn Molloy, Combined B.S./M.Ed. Program Coordinator  
Initial Inquiry Outline regarding age-based areas and career choices  
Review Syllabus – Goal Setting  
Distribute Criminal History Forms | Inquiry Outline  
For next week: Read updated Foundational Competencies Packet posted on Blackboard  
Get Criminal History Form notarized |
| Sept 9| SCEC officers  
Program Overview: coursework: Dr. Dawn Molloy  
10:15  
Placements: Ms. Lynn Brown  
College of Education Foundational Competencies  
Review of the Field Placement Handbook  
Tour schedule  
Observations and professionalism  
Blue Emergency Cards | Bring your syllabus,  
Department of Special Education  
Student Handbook  
and Field Placement Handbook to class  
Bring: Notarized Criminal History Form |
| Sept 16| Age-Base Panel Presentation  
Introduce ISSP Assignment (Individual Student Support) | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Tour Description</th>
<th>Inquiry Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 23</td>
<td>Possible Tours save for Flexible scheduling</td>
<td>Inquiry Summary EC</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Possible Tours save for Flexible scheduling</td>
<td>Inquiry Summary EL</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Possible Tours save for Flexible scheduling</td>
<td></td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Individual Midpoints and Tour De-briefing</td>
<td>Inquiry Summary Secondary</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Seminar on Severe Disabilities</td>
<td></td>
</tr>
</tbody>
</table>
| Oct. 28   | Class meets at the library **Room 6107**: orientation to research on special education, reference for ISSP  
          | Duckworth Tour Tues Oct 25, Wed Oct 26                                            | Research Article Summary|
| Nov 4     | Seminar                                                                             | ISSP                     |
| Nov 11    | Red Folder Presentation: certification, Praxis, portfolios, CEC Standards          | Draft Reflection Paper   |
| Nov. 18   | Professionalism                                                                     | Final FPBA Self Evaluation|
| Nov. 25   | No seminar – Thanksgiving Break                                                   |                          |

© Lynn Brown. All Rights Reserved.
<table>
<thead>
<tr>
<th>Date</th>
<th>Collaboration - Communication</th>
<th>Reflection paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2</td>
<td>Collaboration - Communication</td>
<td>Reflection paper</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Preview of What’s Ahead Spring 2012 FPBA Advising Follow-up Evaluations</td>
<td>Reflection paper</td>
</tr>
</tbody>
</table>
Inquiry Outline
EDSP 406

Follow this outline to prepare for site tours and faculty presenters. You will then use this outline to write 3 one-page Inquiry Summaries of what you have learned for each age-based area. These will be completed in class or typed and submitted on the day indicated on the syllabus.

Name: ________________________________________________________

Background Information:

a. Current Age Base Preference: _____ Early Childhood _____ Elementary _____ Secondary/Middle _____ Undecided

b. Prior Experience (brief)

______________________________________________________________

**Early Childhood** – What I already know about this age-base

What I want to learn from the school tour

What I want to learn from the Department Faculty

**Elementary** What I already know about this age-base

What I want to learn from the school tour

What I want to learn from the Department Faculty

© Lynn Brown. All Rights Reserved.
Secondary/Middle What I already know about this age-base

What I want to learn from the school tour

What I want to learn from the Department Faculty
Inquiry Summary Paper
EDSP 406

Name: ________________________ Age Base: ____EC  ____ Elem  ____Sec/Middle

Summarize what you have learned by using specific details from EDSP department faculty presentation and tour. Your Inquiry Summary should include a summary of your personal reaction to this age-base as a career choice. Papers (1 point each) will be evaluated on:

Content: Accurately covers tour, EDSP faculty presentation, and class discussion. Comment on the qualities needed for this age-base and your own strengths/interest/needs as related to this area.

Reflection: Shows depth of analysis and self-awareness

Mechanics: Grammar, spelling, clarity, person-first language.
Guidelines for Reflection Paper (5 points)

1. The purpose of this paper is to summarize and reflect on your career decision-making process and outcome.

2. Summarize the steps you went through in reaching your decision about your age-based area. What specific information or experiences did you find helpful? What was confusing and how did you clarify your confusion? What was least helpful and why? What, if any, additional information or experience did you seek out to help you in reaching your decision? In retrospect, is there anything different or additional that you think would have been helpful - either on your part or in terms of what the seminar offered?

3. Indicate which age-based area you have chosen. Describe the specific qualities you think you are needed to teach in this age-based area.

4. In summary, describe the specific qualities, skills, strengths, interests and needs you have that you feel you bring to this age-base.

5. Please keep within a 3 page limit.

6. Proofread - Read the paper out loud at least once to be sure you have caught any mechanical problems. Use spell and grammar checks.

Papers will be evaluated on:

Content: Includes steps in your decision making process; age-base you have chosen; the qualities, strengths, etc. you bring to this age-base

Reflection: Shows depth of analysis and self-awareness

Mechanics: Grammar, spelling, and clarity, person-first language; 3 pages
Individual Student Support Plan (ISSP): General Education Environments (1 point)

Teacher candidates will complete an ISSP after the age-based school tours. The assignment is due on November 11 and must be neatly written with at least three bulleted entries under each area. The purpose of the assignment is to teach inclusion vocabulary, provide for focused observations at the school sites, and to introduce this method of individual planning.

Teacher candidates will gather the information needed to complete this form from the tours using the following sources of information: 1. Student information provided by the teachers at the schools (IEP and Data Collection Procedures), 2. Classroom Observations during each school tour (student behavior, supports observed, other skills, safety issues, communication issues and general Education responsibility), and 3. Discussion in groups during seminar. Teacher candidates will be expected to take notes and ask questions at the sites regarding student support in the settings observed.

Teacher candidates will select a student from one of the age ranges observed: early childhood, elementary, or middle/secondary and complete the ISSP (neatly written, minimum three bullets each area) from the special educator’s perspective on one child.

ISSP will be evaluated on:

Content – Minimum 3 bullets per section; all sections complete with age appropriate indicators

Mechanics – Neatly written; legible; professional presentation (spelling, clarity of meaning)
**INDIVIDUAL STUDENT SUPPORT PLAN - GENERAL EDUCATION ENVIRONMENTS**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Time:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Room #:</td>
<td>Staffing / Peer Supports:</td>
</tr>
</tbody>
</table>

**Appropriate (Matrixed) IEP Objectives taught in the context of this class:**

* What other skills might the student learn to do (i.e. embedded skills, social / friendship skills, organizational skills, requisite behaviors, self-advocacy, etc.)? Rationale? |

* Accommodations needed? Modifications to Curriculum and/or materials? |

* Safety issues or health concerns? |

**Behavior supports/ plan needed?**

* Student communication and/or processing issues: |

**Data collection procedures / monitoring of Goals / Objectives:**

* General Ed. responsibility includes: |

© Lynn Brown. All Rights Reserved.
Library Assignment - Research Article Summary: Student Support in General Education
(1 point)

At the class session on November 14, which takes place at a McKeldin Library computer lab, teacher candidates will receive a brief, comprehensive overview of access to special education research information. Teacher candidates will find and bookmark one article of interest that deals with supporting students with disabilities in varying educational settings. Teacher candidates will write a one-paragraph summary describing and referencing the article, using the following headings: Topic, Key Concepts & Descriptors, Citation, Summary

Research Article Summary will be evaluated on:

Content: 4 Headings addressed
Article Summary – complete one paragraph
Summary shows understanding of the topic

Mechanics: Typed, grammar, spelling, person-first language and clarity
EXAMPLE: Library Assignment - Research Article Summary

Topic/Title: The teaching method for autistic students in an inclusive classroom.

Descriptors: teaching methods (SU descriptors) or instruct* and autism (SU descriptors) or autistic student and inclusive schools (SU descriptors) or inclusive classrooms


Summary: In the near future, I will teach early childhood students with special needs. However, I was always curious how students with autism will be able to learn in an inclusive classroom. For example, I am working with an autistic child who gets distracted easily. If he were to go into an inclusive classroom, how would he function? Would his peers make him feel uncomfortable?

As I was reading through the article, the information gave me a good perspective on how to instruct and support autistic students in an inclusive classroom. The article specifically focused teaching social and communication skills to students with autism. In order to accomplish these skills, "a trusting, caring environment in which all children learn social and academic skills; collaboration among educational professionals and parents; and the use of peer partners to support" is needed. As a future teacher, I will set an environment which will be considered a "responsive classroom". This environment will consist of "morning meetings, classroom organization, rules and logical consequences, guided discovery, academic choice, and family communication strategies". This way, the students with and without disabilities will both benefit in the classroom. For example, having a morning meeting will benefit students with autism to help them follow a daily routine. Also, it will allow the students to learn social interaction. As stated in the article, "It's about children caring for each other and learning to get along with others regardless of their ability." This article gave me a good insight on understanding to teach students with autism in an inclusive classroom.

© Lynn Brown. All Rights Reserved.
Collaborative Institutional Training Initiative (CITI) Course
Mandatory Requirement for UM Teacher Candidates

The CITI Human Subjects Training is mandatory for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. It usually takes approximately 4-5 hours to complete the course. CITI Human Subjects Training is valid for three years, and must be renewed for each additional three-year period. There is no charge to take the CITI Training course.

To enroll in the CITI program go to the CITI Course Website at https://www.citiprogram.org. Select University of Maryland College Park from the college/university drop down menu. Register for the course by creating a username and password. Provide the required contact information, and complete the Social & Behavioral Research – Basic/Refresher, Basic Course module.

Your test results will be published at the end of the completed course. Even though the system indicates that the University will be automatically notified of your certification, it is imperative that you print a copy of your CITI Training certification for your files. You will be required to scan a copy of the CITI Training COURSE COMPLETION REPORT and upload it into your LiveText account. (LiveText is an electronic portfolio and accreditation/course management system. An active subscription to LiveText is a requirement for key courses within your professional education curriculum. As your internship progresses, some of your assignments will be submitted through LiveText. If you have not yet registered for a LiveText account, the procedures for registering for a LiveText account will be discussed in your field experience/internship course. Until then, keep a copy of the CITI Training COURSE COMPLETION REPORT in your personal file.) Instructions for uploading the CITI Training COURSE COMPLETION REPORT to your LiveText account will be provided in your field experience/internship class.

If you have already completed the CITI Human Subjects Training at a different institution (again, Maryland requires the Social & Behavioral Research – Basic/Refresher, Basic Course module), go to your CITI Training website home page at https://www.citiprogram.org; find the college/university drop down menu; and change your previous college or university to University of Maryland College Park. This will prevent you from having to retake the course. Reprint the form and upload it to your LiveText account.

Teacher candidates are encouraged to complete the CITI training as soon as possible, but no later than September 30, 2011. Also, be sure to print off a copy of the CITI training COURSE COMPLETION REPORT for your personal file so that you can later retrieve it and upload it to
your LiveText account when prompted to do so.