**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**SPED: 6943 Practicum in Special Education Diagnostician**

## Contact Information:

Instructor: Emily N. Rutherford, EdD

Office Hours: Tuesday/Thursday 9:30-12:30, Wednesday 8:00-12:00

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Course/Catalog Description: Prerequisites: 12 graduate hours of special education and consent of instructor. Field experience (90 hours) in a special educational setting specific to the candidate’s career goals. May be repeated for credit.

**Required Text :**

No text required, required readings will be provided.

## Required Technology:

All students must have internet access and word processing software. Students will also be required to upload requested documents into TK20 throughout the semester. Usernames and password reset requests can be made by contacting Suzy McDowell at suzy.mcdowell@msutexas.edu.

## Office Hours:

Tuesday – 8:00am-12:30pm

Wednesday – 8:00am – 10:00am

Thursday – 8:00 am -12:30 pm

Friday – by appointment

# WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

* **Learner Development** - 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 design and implements developmentally appropriate and challenging learning experiences.

* **Learning Differences -**understand individual differences and diverse cultures

and communities to ensure inclusive learning environments that enable each learner to meet high standards.

* **Learning Environment -** work with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

* **Content Knowledge -** understand the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

* **Application of Content -** 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.

* **Assessment -** understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
* **Planning for Instruction -** 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.

* **Instructional Strategies -** 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.
* **Professional Learning and Ethical Practice -** engage in ongoing professional learning

and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

* **Leadership and Collaboration -** seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and to advance the profession.

**Objectives**

The candidate will meet the following *Council for Exceptional Children CEC* knowledge and skills standards for all beginning special education administrators/Educational diagnostician depending on practicum. In addition/conjunction to the knowledge and skill listed, the candidate will participate in structured activities designed to develop and enhance the candidate’s special education leadership skills.

| Standard | Description  |
| --- | --- |
| ACC2K2 | Theories and methodologies of teaching and learning, including adaptation and modification of curriculum |
| ED2K1 | Assessment procedures that address all disabilities |
| ACC2S1 | Develop programs including the integration of related services for individuals based on a thorough understanding of individual differences |
| ACC2S3 | Improve instructional programs using principles of curriculum development and modification, and learning theory |
| ACC4S4 | Report the assessment of individuals with exceptional learning needs’ performance and evaluation of instructional programs |
| ED4S4 | Select, administer, and score assessment instruments accurately |
| ED4S5 | Analyze error patterns |
| ED4S6 | Prepare comprehensive assessment reports |
| ED4S1 | Select and use formal and informal observation measures |

DispositionsStudents will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics. Students will be prepared for their students and attend camp each day.

# CEC Code of Ethics

* Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
* Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
* Practicing collegially with others who are providing services to individuals with exceptionalities.
* Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
* Using evidence, instructional data, research and professional knowledge to inform practice.
* Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
* Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
* Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
* Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
* Engaging in the improvement of the profession through active participation in professional organizations.
* Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

## Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, through the discussion board, email, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. The following will ensure success this semester:

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.
2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.
3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before).
4. All assignments are due Sunday night by midnight unless otherwise specified. You have two full weeks to complete your assignments, therefore, no late work will be accepted.

# Grading Procedures

| **Assignment** | **Details** | **Points** |
| --- | --- | --- |
| Case Studies  | 3 Case Studies/ 20 points each  | 60 |
| Assessments | 2 Real Assessments / 20 points each  | 40 |
| Virtual Visits/Meetings | 5 virtual meetings/20 points each  | 100 |
| Time Log  | Completed Log  | 200 |
| Practicum Evaluation  |  | 100 |
| Total  |  | 500 |

| **Grade**  | **Points**  |
| --- | --- |
| A | 500-490 |
| B | 489-480 |
| C | 479-470 |
| D | 469-460 |
| F | 459 and below |

**Important Dates**

| **Date** | **Activity** | **Notes** |
| --- | --- | --- |
| 01/27/19 | Site Supervisor Qualification/Handbook form due | You can find these forms in D2L  |
| 02/03/19 | Case Study 1 Due  | Case study posted to D2L |
| 02/17/19 | Assessment 1 Due  |  |
| 03/03/19 | Case Study 2 Due  | Case study posted to D2L |
| 03/17/19 | Assessment 2 Due  |  |
| 03/31/19 | Case Study 3 Due  | Case study posted to D2L |
| 04/21/19 | Time Log Due  | Uploaded to TK20  |
| 04/28/19 | Practicum Evaluation Due | You may turn this in early if you are ready. Simply upload into D2L |

# Assignments

All written work should be written in a professional manner. Confidentiality will be respected at all times. Reports will be written in the format of your district or the district that your site supervisor is associated with.

This course will have some core requirements with options. You will work independently on completing your portfolio. I have given you some due dates for Case Studies and Assessments to keep you on track.

## Case Studies

Three case studies pertaining to special education will be reviewed. A written document addressing the case study questions will be uploaded into D2L.

## Assessments

Two “real” assessments, under supervision, will be completed. You will administer, score, interpret, and write an assessment report according to the district you are working in. A copy of the front page of the protocol (completed) and a report will be uploaded into D2L.

## Virtual Visits/Meetings

I will meet with you 5 times throughout the semester. These meeting will occur virtually and will be scheduled on an individual basis through an agreed upon meeting platform. Each meeting will be at least 45 minutes in length.

## Time Log

You must complete another practicum portfolio, like you have done in Diag 1 and Diag 2, we are calling it a “time log” now. Simply add your information from this semester to what you have done in Diag I and Diag II. By the end of this semester, you will have a completed portfolio.

This semester, you have a requirement of 90 hours. You will need to document everything you do. Your “real” assessments and case studies can be counted towards your 50 hours. Make sure you document everything you do. For example, if you spent 1 hour collaborating with a parent, document it. You will need to document start and stop times for each activity (ex. 2:00-3:00pm). Make sure you are meeting each standard in your portfolio. If there are areas that you have not addresses or met yet, spend some time working on these areas this semester.

 If possible complete these activities:

1. Administer, score, and interpret additional assessments beyond the 3 required.
2. Observe a diagnostician go through the process of data analysis of eligibility decisions.
3. Attend ARDS where the diagnostician goes over testing and MDRs.
4. Ask if you can go through a few folders of students who did not qualify for special education and find out why and the thought process behind it.
5. Ask to review any assessments that were bilingual or had some other special circumstance.

Other things to do:

1. Administer, score, and interpret, brief report additional assessments to “non-students” like Diag 1 and Diag 2. You may either use kits at your school or let me know and I will send you kits of tests that you have not used if I have them available.
2. If you attend a professional development at an ESC that meets the standards, you may use some of those hours.
3. You may count hours you spend studying for the exam- [Test Preparation Materials](http://cms.texes-ets.org/prepmaterials/) also [Certify Teacher](http://www.certifyteacher.com/home/) (MSU has access to certify teacher so you can take practice tests and study)

\*\*Note: You need a total of 160 hours between Diag I, Diag II, and Practicum.

**Practicum Evaluation**

A final practicum evaluation will be completed at the end of the semester. This is an opportunity to reflect on strengths and weaknesses by the student and get explicit feedback from the professor. Details will be posted in D2L during the second half of the semester.

## Other Class Policies

1. Students are expected to be prepared for class by reading assigned material and being able to engage in meaningful discussion of content. It is the expectation that students meet the necessary timelines for all assignments. Your grade will be based on the minimum requirements; however your learning will be enhanced by exploring the entire site, downloading materials, bookmarking websites, joining list serves, and discussing course content with fellow classmates and instructors.

2. Please do not hesitate to contact me if you have a question. I prefer emily.rutherford@msutexas.edu but I also check the email associated with this class.

3. Make sure that you can work all the features of D2l as soon as possible. Tech support is available through the university. Make sure your “pop-up” blocker is off and check your “firewall settings.” Also, Firefox seems to have fewer issues than Explorer. Also, look on homepage for D2l guidance.

Please note:  By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course.

The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Services for Students with Disabilities: In accordance with the law, MSU provides students with documented disabilities academic accommodations.  If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140. [Services for Students with Disabilities](http://students.mwsu.edu/disability/)

Campus Carry: Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](https://mwsu.edu/campus-carry/)

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