

CAL POLY SCHOOL OF EDUCATION

SPECIAL EDUCATION

Course Syllabus

Course Number & Title: SPED XXX Early Fieldwork in Special Education (2 seminar units + 1 activity unit)		Term & Year: New Course Proposal
Instructor:	Office Location:	Phone:
Class Location & Time:	Office Hours:	Email:
Course Description:		

COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:	ASSESSMENT	SOE LEARNING OUTCOME	SOE DISPOSITION (listed at end of document)
Students will begin to develop the skills to be a reflective practitioner, including recognizing their own values and biases, and setting personal goals for continued growth.	Reading Reflections Personal Development/Disposition Plan		
Students will begin to design technically adequate lesson plans that incorporate knowledge of students, assessment data, the classroom environment, language development, and assistive technologies.	Draft Lesson Plan		
Students will begin to demonstrate professional responsibility for classroom teachers, including privacy, health, safety, ethics, and digital citizenship.	Healthy & Safe Classroom Plan Mandated Reporter Training		
Students will develop a conceptual foundation instruction, services, models, policies, and high leverage practices in Special Education.	All Assessments		

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

READINGS

REQUIRED:

1. High Leverage Practices in Special Education

*** Additional readings may be posted on Canvas each week.

TECH REQUIREMENTS

1. Candidates must activate their **Cal Poly email accounts** and check their Cal Poly email multiple times per week. Our primary mode of communication for this course, however, will be through **Slack**. We will walk through this collaboration tool together in class.
2. Candidates must have **access to computers and the Internet** in order to complete requirements for this course. A very recent version of **Google Chrome** is highly recommended. You will need a computer **camera**, phone camera, or iPad camera for recording yourself for various course projects. The School of Education has equipment you can check out if needed (contact Dr. Wood for more information).
3. You will need to access **Canvas**, our Learning Management System, **Zoom**, our video meeting platform for synchronous sessions and group work, and various other online tools (e.g., Jamboards, Google Drive, Google Docs, Flipgrid). For technical support with Canvas, Cal Poly has IT has the following assistance for all students: (a) Select the "Help" button on the far left side of the global navigation menu for 24/7 chat, email, or phone supports; visit the [Cal Poly Canvas Support Site](#); (c) email the Canvas Support Team at canvassupport@calpoly.edu; (d) call the Service Desk and submit a service ticket at 805-756-7000; (e) submit a Technical Service Request ticket directly at <http://my.calpoly.edu>

ASSIGNMENTS/EVALUATION CRITERIA

1. Reading Reflections (1 per week)
2. Fieldwork Observation Protocols (1 per week)
3. Draft Lesson Plan
4. Personal Development/Disposition Plan
5. Healthy & Safe Classroom Plan (Including In Person and Online Learning Environments)
6. Completion of Mandated Reporter Training

GRADING

A	94-100%
A-	90-93%
B	84-89%
B-	80-83%
C	74-79%
C-	70-73%
D	64-69%
D-	60-63%
F	Non-attainment of course objectives

A grade of Incomplete (I) will be issued by the instructor only under the most extreme circumstances.

Activity	Points
Participation	20
Literacy Activity	10
UFLI Team Activity	30
UFLI Reading Project	60
Reading Comprehension Project	60
Curriculum Evaluation	30
Video / Reading Binder	10
Total	220

GENERAL GUIDELINES

1. All assignments submitted to the instructor must be the original work of the candidate. Unless otherwise indicated by the instructor, assignments are to be completed by individual candidates, do not share, copy or plagiarize other candidate's work. Collaboration in the form of discussion and input from others, however, is highly encouraged.
2. Per SPED program policy, all assignments must be completed and presented to the instructor on or before the due dates. If assignments are submitted late, there will be a penalty of 10% deduction per day for up to one week past the due date. It is highly encouraged that you work on course assignments ahead of time; please do not wait until the last minute to complete assignments.

***Please note, you can ask for an extension on **one** assignment per quarter. If you find you cannot submit an assignment by the due date, send your instructor an email and propose a new submission date (within one week of the original project due date). This email will serve as a contract, and you can turn your work in by the new due date. The same policy for late work/credit deduction will apply to the new due date.

3. Please plan to attend all classes and to be on time. With such a short amount of time to learn the content, it is imperative that you come to every class. Our SPED program policy is to excuse **one absence per quarter, per class**, but please reserve this for emergencies only. Since our course will be held remotely, the expectation is you attend all synchronous sessions. Please note that many classes include participation points. As part of your one excused absence, your instructor will allow you an alternative way to earn in-class participation points for your one excused absence, if you use it. If you miss classes beyond this one excused absence, **your instructor will not provide opportunities for you to make up in-class participation or activity points.**
4. Unless specifically directed otherwise, all written assignments should be completed using Google Docs or Microsoft Word, following APA guidelines.
5. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations. For more information, please visit the Disability Resource Center on campus or online: <http://drc.calpoly.edu/>
6. The School of Education strives to promote an inclusive and equitable learning environment for all students. We are committed to addressing educational and societal inequity, such as racism, sexism, heterosexism, and other forms of oppression. We embrace a notion of intellectual community enriched and enhanced by diversity along a number of dimensions and are especially committed to increasing representation of those populations that have been historically excluded from participation in higher education in the United States.

For Cal Poly's statement on diversity, please visit this site: <https://academicprograms.calpoly.edu/content/academicpolicies/diversity-statement>

COURSE STRUCTURE

This course has been designed for hybrid delivery in a 5-week session during summer-stateside early start.

2 Seminar Units = 4 contact hours during 5-week session;

2 synchronous/in-person contact hours

2 asynchronous self-guided learning contact hours

1 Activity Unit = 4 fieldwork hours with activities guides by the course instructor

COURSE SCHEDULE

Week	Weekly Topics	Asynchronous Modules	Fieldwork Activities	Possible Readings & Assignments
Week 1:	Intro to Clinical Practice >>High Leverage Practices in Special Education >>Intro to Direct, Explicit & Systematic Instruction	Historical Context of Special Education in California	Observation Protocol >>Looking for High Leverage Practices	Reading: High Leverage Practices in Special Education, Academic Instruction • Reading Reflection
Week 2:	Instructional Design & Lesson Planning in Special Education >> SOE Lesson Plan Template >>Classroom Environments	Iris Instructional Module Exploring Examples & Case Studies of High Leverage Practices	Observation Protocol >>Looking at Instructional Practices	Reading: High Leverage Practices in Special Education, Assessment • Reading Reflection • Draft Lesson Plan
Week 3:	Intro to SOE Prioritized Skills and Rubric & Evaluation Process >> SOE Rubric	Unconscious Bias & Culturally Responsive Teaching	Observation Protocol >>Looking at Classroom Environments	Reading: High Leverage Practices in Special Education, Social/Emotional Behavioral Learning • Reading Reflection
Week 4:	Professional Dispositions >>Being A Reflective Practitioner >>Being a Collaborative Colleague (and Family Communication) >>Unconscious Bias	Online Mandated Reporter Training	Observation Protocol >>Looking at Professional Practices (Communication, collaboration, CRT)	Reading: High Leverage Practices in Special Education, Collaboration • Reading Reflection • Personal Development/Disposition Plan
Week 5:	Issues of confidentiality safety, health >> Ethics & Policies >> Social Media & Digital Citizenship	Digital Citizenship Training	Observation Protocol >>Environmental Scan of Health & Safety Supports & Resources	• Assessment of Mandated Reporter Training • Healthy & Safe Classroom Plan

Commented [A1]: Concepts **Introduced** through readings and online learning modules; **Practiced** through fieldwork activities and class discussions:
U: 1.1, 2.1, 2.2, 2.3, 6.7
M/M: 2.10

Commented [A2]: Concepts **Introduced** through readings and online learning modules; **Practiced** through fieldwork activities and class discussions:
U: 1.1, 1.6, 2.1, 2.2, 2.3, 2.6
M/M: 2.10

Commented [A3]: Concepts **Introduced** through readings and online learning modules; **Practiced** through fieldwork activities and class discussions:
U: 1.1, 1.6, 2.1, 2.2, 2.3, 2.6
M/M: 2.10

Commented [A4]: Concepts **Introduced** through readings and online learning modules; **Practiced** through fieldwork activities and class discussions:
U: 6.2, 6.3, 6.4, 6.5, 6.6,

Commented [A5]: Concepts **Introduced** through readings and online learning modules; **Practiced** through fieldwork activities and class discussions:
U: 1.1, 2.2, 6.2, 6.3, 6.4, 6.5, 6.6,