

SPE 315
CRITICAL ISSUES SEMINAR
FALL 2009 – WEC Rochester

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Credits: .5 (this course will run through fall, winter and spring trimesters in Rochester)

4Class sessions: Tentative dates for class sessions are Mondays: Sep 14, Oct 12, Nov 9, Jan 11, Feb 8, March 15 and Tuesdays April 13 and May 18. All sessions are 6-8 PM. In addition each student will have at least two individual sessions with the Facilitator.

Pre-requisites: Involvement in internship year which includes enrollment in SPE courses.

Course Description:

The purpose of this course is to discuss critical issues in the field, create a service learning project and final portfolio synthesizing your coursework and experiences, faculty observation of internship sites, and preparation for student teaching.

Education Department Mission Statement:

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

Course Objectives:

- Exhibit knowledge of instructional strategies (MSEP 4.C).
- Exhibit knowledge of current issues of teaching and learning (MSEP 10.B).
- Exhibit personal theories of teaching and learning (MSEP 9.B).
- Exhibit ability to apply theory to practice of teaching and learning (MSEP 5.R, 9.H).
- Exhibit critical self reflection (MSEP 9.B, E, F, H, J).

Assessment Summary:

Service Learning Project

Portfolio

Session attendance and participation

Program Standards:

MSEP 4.C, 9.B, E, F, 5.C, F

Assessment Description:

Program Portfolio-This course is graded on a P/N basis. Successful completion of the course requires a final e-portfolio that will be submitted upon completion of student teaching. You will be asked to reflect on your learning and performance related to the departmental framework which reflects the Minnesota Standards of Effective Practice (MSEP). Students will provide evidence of successful performance in each area described below accompanied by a written reflection demonstrating awareness of how the learning took place. Exhibits should be from coursework and your work with students. Included in the Portfolio will be a **Service Learning Project Paper**. In this paper, students will plan, prepare, evaluate and reflect upon a service learning project that would be appropriate and beneficial for the students in your student teaching placement. If possible, students will carry out the project during their student teaching.

Attendance at all sessions is required.

You must obtain a P in this course before you can be licensed.

Augsburg College Education Department Program Theme:

Teacher as developing professional from classroom decision-maker to educational leader.

Augsburg College Education Department Conceptual Framework/Program Dimensions:

The Augsburg College Education Department uses the following framework to organize the content of our program. It is within the same framework that students in the EBD/LD major will complete their final portfolio. The four dimensions of our framework should be the guidelines to your portfolio. They are as follows:

***What we do—Concepts and Strategies of Teaching**

- How to assess and evaluate student ability and performance (Referral, Assessment and Placement Procedures, including IEP)
- How to plan instruction to meet student needs (Program Planning and Instruction)
- How to implement instruction to promote student learning (Instructional Strategies)
- How to manage children and classroom life effectively (Learning Environment, Developmentally Appropriate Instruction, Social Skills, Positive Behavior Supports)
- How to help students develop emotionally and socially (Student Learning; Learning Environment)

***Who we teach—Knowledge of Children and Youth**

- How students develop and learn (Student Learning)
- Current issues affecting children and youth (Reflection and Professional Development; Collaboration with families and other professionals, Ethics, and Relationships)
- Similarities/differences across communities, cultures, learning styles, abilities, special needs, and lifestyles (Diverse Learners, History and Etiology)

***Where we work—Contexts of Schools**

- Foundational knowledge of schools and education in the US (Reflection and Professional Development)
- Leadership skills (reflection and Professional Development: Collaboration, Ethics, Legal Issues and Relationships)
- Collaboration and teaming skills (Collaboration, Ethics, and Relationships)

***Who we are as individuals and teachers—Personal Stance and Knowledge-base**

- What I know; how I learn (Subject Matter)
- How I think: critically, creatively, ethically, and reflectively (Subject Matter: Reflection and Professional Development)
- What I believe about education and people: personal philosophy (Reflection and Professional Development)
- What I can do to develop as a professional (Reflection and Professional Development)
- How I communicate and understand the communication of others (Communication, Collaboration, Ethics, and Relationships with school staff including paraprofessionals, community agencies and families)

Your portfolio will also include

- Your resume
- Letters of reference
- Evaluation of student teaching by cooperating teacher
- Example of use of technology in your teaching
- Example of a lesson plan or unit plan
- Your gifts and challenges reflection
- Additional information you want to highlight

Session Topics will include:

Service Learning

Student teaching application and information

Portfolio preparation

Topics listed above in the Conceptual Framework/Program Dimensions

Topics noted in the Minnesota Standards of Effective Practice

Critical Issues that arise during field experiences and student teaching experiences

Policies

Attendance: Attendance is expected at all seminar sessions. Unavoidable absences can be made up with the consent of the instructor. It is the responsibility of the student to contact the instructor **prior** to the absence.

Individual Needs: Students requiring modifications for full participation in class should discuss their needs with the instructor within the first week of class. All students have the right to use the Augsburg College Counseling center, the Tutor Center, and the Writing Lab.

Honesty Policy: The Augsburg College Policy on academic honesty applies to this course.

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE

Standard 1, subject matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development.

Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4, instructional strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5, learning environment. 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.

Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.

Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10, collaboration, ethics and relationships. 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.

SPECIAL EDUCATION – EBD

- A. A teacher of special education: emotional and behavioral disorders understands the central concepts, tools of inquiry and history and context of emotional and behavioral disorders as a foundation on which to base practice.
- B. A teacher of special education: emotional and behavioral disorders understands referral, assessment, planning and placement procedures specific teaching students with emotional and behavioral disorders.
- C. A teacher of special education: emotional and behavioral disorders understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with emotional and behavioral disorders.
- D. A teacher of special education: emotional and behavioral disorders communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.

SPECIAL EDUCATION – SLD

- A. A teacher of special education: specific learning disabilities understands the central concepts, tools of inquiry, and history and context of learning disabilities and learning deficits as a foundation on which to base practice.
- B. A teacher of special education: specific learning disabilities understands referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities and learning deficits.
- C. A teacher of special education: specific 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.
- D. A teacher of special education: specific learning disabilities communicates and interacts with students, families, other teachers, and the community to support student learning and well-being.