ED 569: LD Student Teaching  
Course Syllabus  

Class Web Site WebCT (http://webct.nmu.edu)  

Prerequisites Permission of advisor; this course section is for students who already possess certification in special education and who are seeking the LD endorsement  

Textbooks There are no textbooks for this class. However, you must take the MTTC-LD test if you haven’t already done so. Study guides are available online.  

ED 569: COURSE DESCRIPTION  
This six-credit graduate course is the last Cognate Course in the Learning Disabilities program. Under the supervision of a licensed LD teacher, you will complete 180 hours of instruction in a classroom which services students with LD. You will demonstrate your ability to use research-based interventions and “best practices” for instructing students with learning disabilities. You will design, implement, and assess your instruction and psychosocial interventions in: 1) Language Arts, 2) Math & Sciences, and 3) Social Skills & Strategies.  

CONCEPTUAL FRAMEWORK DIMENSIONS  
Students in ED 569 will be assessed for their mastery of the skills and attitudes outlined in the NMU Conceptual Framework:  
• Dimension 1: Developing habits of mind and character appropriate to the teaching profession  
• Dimension 2: Using subject matter as a medium with our students to construct meaning.  
• Dimension 3: Understanding teaching as both a skill and an art  
• Dimension 4: Understanding the ethical, social, political, and cultural contexts within which teaching and learning take place.  
• Dimension 5: Knowing one’s students as unique individuals and as members of varied groups is critical to professional educators.
CEC STANDARDS ADDRESSED  
(Council for Exceptional Children & Adults)  
The observation forms and course portfolio are designed to measure students’ 
mastery of the following CEC-Standards for Learning Disabilities:

**Special Education Standard #1: Foundations**  
Models, theories, and philosophies that form the basis for special education 
practice.  
Laws, policies, and ethical principles regarding behavior management planning 
and 
implementation.  
Relationship of special education to the organization and function of educational 
agencies.  
Rights and responsibilities of students, parents, teachers, and other professionals, 
and  
schools related to exceptional learning needs.  
Issues in definition and identification of individuals with exceptional learning 
needs,  
including those from culturally and linguistically diverse backgrounds.  
Issues, assurances and due process rights related to assessment, eligibility, and 
placement  
within a continuum of services.  
Family systems and the role of families in the educational process.  
Historical points of view and contribution of culturally diverse groups.  
Impact of the dominant culture on shaping schools and the individuals who study 
and  
work in them.  
Potential impact of differences in values, languages, and customs that can exist 
between  
the home and school.  
Articulate personal philosophy of special education.  
Historical foundations, classical studies, and major contributors in the field of 
learning  
disabilities.  
Philosophies, theories, models and issues related to individuals with learning 
disabilities.  
Impact of legislation on the education of individuals with learning disabilities.  
Laws and policies regarding pre-referral, referral, and placement procedures for 
individuals who may have learning disabilities.  
Current definitions and issues related to the identification of individuals with
learning
disabilities.

**Special Education Standard #2: Development and Characteristics of Learners**

Typical and atypical human growth and development.
Educational implications of characteristics of various exceptionalities.
Characteristics and effects of the cultural and environmental milieu of the individual with
exceptional learning needs and the family.
Family systems and the role of families in supporting development.
Similarities and differences of individuals with and without exceptional learning needs.
Similarities and differences among individuals with exceptional learning needs.
Effects of various medications on individuals with exceptional learning needs.
Etiologies of learning disabilities
Neurobiological and medical factors that may impact the learning of individuals with learning
disabilities.
Psychological, social, and emotional characteristics of individuals with learning disabilities.

**Special Education Standard #3: Individual Learning Differences**

Effects an exceptional condition(s) can have on an individual’s life.
Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
Variations in beliefs, traditions, and values across and within cultures and their effects on
relationships among individuals with exceptional learning needs. Family, and schooling.
Cultural perspectives influencing the relationships among families, schools and communities
as related to instruction.
Differing ways of learning of individuals with exceptional learning needs
including those
from culturally diverse backgrounds and strategies for addressing these differences.
Impact of co-existing conditions and exceptionalities on individuals with learning disabilities.
Effects of phonological awareness on the reading abilities of individuals with learning
disabilities.
Impact learning disabilities may have on auditory and information processing
skills.

**Special Education Standard #5: Learning Environments and Social Interactions**

Demands of learning environments.
Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
Social skills needed for educational and other environments.
Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
Ways specific cultures are negatively stereotyped.
Strategies used by diverse populations to cope with a legacy of former and continuing racism.
Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
Identify realistic expectations for personal and social behavior in various settings.
Identify supports needed for integration into various program placements.
Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
Establish and maintain rapport with individuals with and without exceptional learning needs.

**Special Education Standard #9: Professional and Ethical Practice**

Personal cultural biases and differences that affect one’s teaching.
Importance of the teacher serving as a model for individuals with exceptional learning needs.
Continuum of lifelong professional development.
Methods to remain current regarding research-validated practice.
Practice within the CEC Code of Ethics and other standards of the profession.
Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
Act ethically in advocating for appropriate services.
Conduct professional activities in compliance with applicable laws and policies.
Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
Demonstrate sensitivity for the culture, language, religion, gender, disability, 
socio-economic 
status, and sexual orientation of individuals. 
Practice within one’s skill limit and obtain assistance as needed. 
Use verbal, nonverbal, and written language effectively. 
Conduct self-evaluation of instruction. 
Access information on exceptionalities. 
Reflect on one’s practice to improve instruction and guide professional growth. 
Engage in professional activities that benefit individuals with exceptional learning 
needs, 
their families, and one’s colleagues. 
Ethical responsibility to advocate for appropriate services for individuals with 
learning disabilities. 
Professional organizations and sources of information relevant to the field of 
learning disabilities. 
Participate in activities of professional organizations relevant to the field of 
learning disabilities. 
Use research findings and theories to guide practice. 

Special Education Standard #10: Collaboration 
Models and strategies of consultation and collaboration. 
Roles of individuals with exceptional learning needs, families, and school and 
community 
personnel in planning of an individualized program. 
Concerns of families of individuals with exceptional learning needs and strategies 
to help 
address these concerns. 
Culturally responsive factors that promote effective communication and 
collaboration with 
individuals with exceptional learning needs, families, school personnel, and 
community 
members. 
Maintain confidential communication about individuals with exceptional learning 
needs. 
Collaborate with families and others in assessment of individuals with exceptional 
learning 
needs. 
Foster respectful and beneficial relationships between families and professionals. 
Assist individuals with exceptional learning needs and their families in becoming 
active
participants in the educational team.
Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
Use group problem solving skills to develop, implement and evaluate collaborative activities.
Model techniques and coach others in the use of instructional methods and accommodations.
Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
Observe, evaluate and provide feedback to paraeducators.

**COURSE GOALS**
Students with learning disabilities (LD) make up approximately 10% of the school-age population. Many of these students receive services from special education teachers; many more struggle to meet the challenges of the mainstream classroom.
Specifically, this class will help you to:
- Identify the social, learning, physical, and behavioral characteristics of students with learning disabilities (LD)
- Interpret diagnostic information and use it to design effective instruction
- Locate and critically evaluate content materials and effective methods for teaching students with LD
- Design and develop effective lesson plans and units of instruction for individuals with LD

**COURSE FORMAT**
You will have an opportunity to demonstrate mastery through a combination of: fieldwork, reflection, and guided discussions with members of your class, using
technology. Materials for the class are set up on our Web CT class homepage.
- Fieldwork: You must complete 240 hours of teaching
- Portfolio: Throughout the semester, you will assemble a portfolio of your lesson plans
and materials. Samples will be shown at the initial class meeting
- Reflection and discussion: Using technology, you will discuss your fieldwork with your peers and the instructor.

I encourage you to stay in close contact with your university supervisor regarding any situations that are affecting your success in this class.

**Course Requirements**
In order to successfully complete this course, you must meet all of the following:

- **Attendance & Participation** 25 pts
- School Supervisor’s positive evaluation 25 pts
- University Supervisor’s positive evaluation 25 pts
- **Portfolio** 75 pts

Total Points: 150 * To receive a passing grade, you must achieve 125+ points

**Attendance & Participation**

**UNDER NO CIRCUMSTANCES SHOULD YOU BEGIN FIELDWORK, OR VIDEOTAPE STUDENTS WITHOUT YOUR PRINCIPAL’S PERMISSION.**

Please develop a timesheet and keep track of your hours/days of fieldwork. This timesheet should be signed by you and your school supervisor, and be submitted with your portfolio.

**School Supervisor’s Evaluation**

Your on-site supervisor is asked to report on your progress twice during the course, using the forms developed by the School of Education; these forms can be completed online. Please direct your supervisor to go to:
http://webb.nmu.edu/Departments/Education/

Click on the ‘Student Teaching’ bar located at the top of the page. Next, click on ‘Supervising Teachers’ to the left side of the page. Your supervisor should
complete the Midterm Evaluation sometime during your fourth week. The Final Evaluation should be completed during your last week of fieldwork. Both forms have a space to enter your email as well as the instructor’s email, so copies will be automatically sent.

**University Supervisor’s Evaluation**
The instructor will also complete a Midterm and Final Evaluation progress report, following the process described above.

**Portfolio**
Throughout the course you are asked to assemble a portfolio which demonstrates your mastery of the CEC Standards for LD Teachers. These standards are posted to the class webpage and form the sections of your portfolio. You may compile your portfolio electronically, or assemble it in a notebook to be turned in by the last class session. Your portfolio will NOT be returned to you; it will be kept for our NCATE reviewers. On our webpage, you will find guidelines for this portfolio, as well as suggested items, the rubric to be used in reviewing your work, etc. The other purpose of this class is to take risks, try new things, and have fun! Try not to think of this practicum as a dance recital – instead, view it as a work of art in progress.