

Student Name: _____ W# _____

Field Experience Met Prof. Devel. Met AT E-Portfolio Met Pathways Completed
Effective for Candidates admitted Fall Quarter 2016 onward

Special Education Program Requirements

The Program in Special Education seeks to provide candidates with a well rounded and holistic experience that adds to the profession. While the courses are sequenced in a way that provides a progression of skills and knowledge, some components that are required by CEC cannot be taught or accounted for by single courses. These requirements are to be checked off quarterly with your advisor and completed before student teaching internship.

YOU MUST MEET WITH YOUR ADVISOR AT LEAST QUARTERLY.

Program requirements in addition to required courses are listed below. Failure to successfully complete the requirements will result in a delay of graduation until they have.

1. Comprehensive field experiences and observations in a variety of grade levels and settings.

Candidates must demonstrate experience with persons with a variety of disabilities across multiple types of settings. It is the responsibility of the candidate to ensure that this requirement is met. Please keep an updated record of experiences with your advisor in your advising folder. This includes the following:

| Field Experience | Location | Quarter | Course/ Practicum |
|-------------------------------------|----------|---------|-------------------|
| Elementary Resource | | | |
| Middle School Resource | | | |
| High School Resource | | | |
| Life Skills | | | |
| Post Secondary Transitions | | | |
| Behavior Support | | | |
| Pre School Special Education | | | |
| Inclusion High School/Middle School | | | |
| Inclusion Elementary | | | |

2. A commitment to professional development and lifelong learning

Special educators are expected to engage in meaningful professional development, extending their knowledge beyond the classroom. This is a requirement through CEC. You will be expected to engage in an additional professional development opportunity with practicing teachers and/or community members each quarter. Workshops are offered through the department each year. In addition, your practicum schools and host teachers may also invite you to participate across a variety of meetings or workshops. A total of eight opportunities are required. You may complete more than one opportunity per quarter, if necessary, and with approval of your advisor. Please provide evidence of attendance (e.g., letter documenting attendance, artifact, certificate) to your advisor. If the workshop is not organized by the department, please check with your advisor to ensure the opportunity will meet this requirement.

| Quarter | Workshop or Meeting | Evidence of Attendance |
|---------|-------------------------------|------------------------|
| | Darkness to Light (Required) | |
| | Fads and Fallacies (Required) | |
| | Co-Teaching (Required) | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

3. AT E-Portfolio

Assistive technology (AT) knowledge and skills, while taught in various classes and through experiences, should result in a well-rounded and broad understanding of AT. The portfolio is designed to support you in making connections between a myriad of learning opportunities. Please see details on Canvas for complete description. Your advisor will ask for your progress on this e-portfolio, but it will be your responsibility to develop the e-portfolio. It is due at the end of Final Block. Begin this early and add to the portfolio as you move through your courses. You will need a score of at least “proficient” in order to pass this requirement.

4. Pathway to Equity and Inclusion

A main theme throughout Woodring College of Education and Council for Exceptional Children is equity and diversity. Special Education participates in this initiative, especially in relationship to teaching and learning for students from underrepresented populations. Each course has at least one article that contributes to the college theme and to CEC standards. Below is a list of the articles that you will read in your courses. You will be asked by your advisor to provide a brief statement about how each relates to the main theme.

| Course | Article | Advisor’s Initials |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| SPED 301 | Lantoff, J.P., Thorne, S.L., & Poehner, M.E. (2014). Sociocultural theory and second language development. In B. VanPatten & J. Williams (Eds.). <i>Theories of Second Language Acquisition: An Introduction (2nd ed.)</i> . (pp. 207-226). London: Routledge. | |
| SPED 302 | Christodoulou, D. (2014). Minding the knowledge gap: The importance of content in student learning. <i>American Educator</i> , 38 (1), p. 27-33. | |
| SPED 310 | Ladson-Billings, G. (1995). "But that’s just good teaching!" The case for culturally relevant pedagogy. <i>Theory into Practice</i> , 34, 159–165 | |
| SPED 360 | Montgomery, W. (2001). Creating culturally responsive, inclusive classrooms. <i>Teaching Exceptional Children</i> , 33(4), 4-9. | |
| SPED 420 | Echevarria, J., Vogt, M. & Short, D. (2008). Making content comprehensible for English learners: the SIOP model. (3 rd ed.) Boston, MA: Pearson Allyn and Bacon. | |
| SPED 440 | Price, K.M. & Nelson, K.L (2014). Planning effective instruction: Diversity responsive methods and management. (5 th Ed.) Belmont CA: Wadsworth/Thomson. | |

| Course | Article | Advisor's Initials |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| SPED 460 | Culturally Responsive Positive Behavioral Support. The Equity Alliance. Retrieved October 5, 2016: www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf | |
| SPED 464 | Shapiro, J. (1994). From charity to independent living. <i>No pity: People with disabilities forging a new civil right movement</i> (pp. 41-74). New York: Three Rivers Press. | |
| SPED 465 | Skiba, R.J., Simmons, A.B., Ritter, S., Gibb, A.C., Rausch, M.K., Cuadrado, J., & Chung, C. (2008). Achieving equity in special education: History, status, and current challenges. <i>Exceptional Children</i> , 74(3). | |
| SPED 467 | Villegas-Guitierrez, M. (2015) <i>Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students</i> . Oregon Department of Education | |
| SPED 468 | Staats, C. (2015). Understanding implicit bias: What educators should know. <i>American Educator</i> , 39 (3), p. 29-43. | |
| SPED 471 | Ahram, R., Fergus, E., & Noguera, P. A. (2011). Addressing racial/ethnic disproportionality in special education: Case studies of suburban school districts. <i>Teachers College Record</i> , 113, 2233–2266. | |
| SPED 472 | Simmons-Reed, E. A., & Cartledge, G. (2012). School Discipline Disproportionality: Culturally Competent Interventions for African American Males. <i>Interdisciplinary Journal Of Teaching And Learning</i> , 4(2), 95-109. | |
| SPED 474 | Taylor, S. J. (2004). Caught in the continuum: A critical analysis of the principle of the Least Restrictive Environment. <i>Research & Practice for Persons with Severe Disabilities</i> , 29, 218-230. | |
| SPED 478 | Downing, J. E., & Peckham, K. D. (2007). Inclusive education: What makes it a good education for students with moderate to severe disabilities. <i>Research & Practice for Persons with Severe Disabilities</i> , 32, 16-30. | |
| SPED 480 | Smith, R., Salend, S. & Ryan, S. (2001). Watch your language closing or opening the special education curtain. <i>Teaching Exceptional Children</i> , 33(4), 18-23. | |
| SPED 483 | Neuman, S. B., & Celano, D. C. (2014) <i>Worlds Apart: One City, Two Libraries, and Ten Years of Watching Inequality Grow</i> . Retrieved October 5, 2015: www.aft.org/ae/fall2012/neuman-celano | |
| SPED 484 | Wolfram, W. (2013). Sound effects: Challenging language prejudice in the classroom. <i>Teaching Tolerance</i> , 43, 29 – 31. | |
| SPED 485 | Battey, D. & Franke, M. (2013). Integrating professional development on mathematics and equity: Countering deficit views of students of color. <i>Education and Urban Society</i> , 47, 433-462 | |
| SPED 486 | Zwiers, J. (2014). <i>Building academic language</i> . (2 nd ed.) San Fransico, CA: Jossey-Bass | |

Articles assigned subject to change

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

Quarterly Advisor Meetings:

Fall / Winter / Spring Year: _____ Advisor Initials: _____
Notes:

FINAL SIGN OFF:

Advisor signature _____ Date _____