

# NON-TRADITIONAL ROUTE TO CERTIFICATION

## Oklahoma State Department of Education Boot Camp 2013

### Course Syllabus

**Dates:** July 8-26 Monday-Friday 8-5

**Main Location:** Lawton, OK - Fort Sill Army Base

**Video Conferencing Sites:** McLoud Public Schools, Western Heights Public Schools, Special Care, and Wes Watkins Technology Center.

**Instructors:** Tricia Hansen, M.Ed and Dr. Sabrina Salmon, OSDE-SES

**Email:** Tricia.Hansen@sde.ok.gov or Sabrina.Salmon@sde.ok.gov

**Recommended Text Book:** The First Days of School: How to be an effective teacher by H.K. Wong & R.T. Wong (2009). Harry K. Wong Publications

### Purpose

The Non-Traditional Route to Certification Preparation Program, also known as “Boot Camp,” is a pathway that prepares candidates with the knowledge and skills necessary to fulfill the duties and responsibilities of a Special Education teacher throughout the state of Oklahoma.

### Course Description

The course will be completed over a period of three (3) weeks. Each week, candidates will be introduced to legislation, policies and procedures, as well as instructional and behavior strategies related to educating students with disabilities.

Week One: Candidates will be introduced to topics relating to: Cultural Diversity, the Grief Cycle, Family Collaboration, Behavior Management, The Basics of the Individualized Education Plan, and Disability Categories. Candidates will begin designing their personal philosophy of education and behavior management.

Week Two: Candidates will focus on creating a positive and supportive learning environment for students. They will be introduced to topics relating to: Least Restrictive Environment, Instructional Strategies, Assessment, Universal Design for Learning, Laws and Regulations pertaining to Special Education, Mental Health, and a continue discussion on Disability Categories.

Week Three: Candidates will focus on the Individualized Education Plan process. Participants will participate in Case Studies and Mock IEP meetings as well as focusing on Disability Categories, Transition planning, and collaborating with other professionals in the field of education as well as other outside agencies.

### **Course Goal and Objectives**

Candidates will demonstrate knowledge in the following areas:

- Historical foundations, basic legislation, and educational systems
- The six major principles of IDEA
- Identification of disabilities within categorical parameters
- Learners with exceptional needs versus the struggling learner
- Develop a personal philosophy of special education
- Collaboration with families, professionals and the community
- Instructional and behavioral supports
- Classroom management
- Assessment and planning for positive student behavioral interventions
- Planning and organizing classroom instruction
- Assessment of performance and instructional strategies for various content areas
- Learning strategies
- Educational setting, post-secondary, and community transitions

### **Activities**

Daily class activities and instruction assist candidates with meeting the standards and guidelines set forth by the Council for Exceptional Children (CEC). The Oklahoma State Board of Education pre-approved the contents of the Boot Camp Preparation Program.

### **Assessments**

Candidates will participate in a pre-assessment on the first day of Boot Camp, as well as a post assessment at the end of the program. This pre-assessment will inform facilitators on the strengths and weaknesses of individual candidates. The post-assessment will show the growth of candidates' individual skills and knowledge gained during the course of the Boot Camp Preparation Program. Assessment scores will not be the sole determining factor for successful completion of the program.

### **Portfolio**

Candidates will design a portfolio to showcase the standards met throughout the course of the Preparation Program. They will include the candidates: educational philosophy, resume, professional goals, transcripts, lesson plans, Field Experience journal entries, and the candidate's Theory on Behavior Management. Portfolios can be in the form of an e-mail attachment, documents saved on a thumb drive, Powerpoint, Prezi, Weebly account, or another pre-approved format.

## **Project**

### *Disability Research Project*

Learning Objective: To understand the myriad factors involved in working with students with disabilities and to identify ways disabilities can affect the family unit.

Overview: The activity below fosters the more thorough understanding of certain disabilities, how the disability affects the child and family, and the educational and long-term needs of the child.

Due Date: Thursday, July 25, 2013

### Project Requirements:

1. Choose a disability that has the same first letter as your first name (ex. Anna= Autism; David= Deafness). If there is no disability that corresponds with the first letter of your name, pick the next letter in your name and continue until you find a match.
2. Imagine that you have acquired your assigned disability by the age of five and answer the following questions:
  - a. How would this disability affect your education?
  - b. How would it affect you socially?
  - c. What would be your plans after the completion of high school?
  - d. What career would you choose and why?
  - e. How might the disability affect your family?
  - f. What kind of accommodations would you need in school? At work?
3. Research the disability using sites such as the National Dissemination Center for Children with Disabilities ([nichy.org](http://nichy.org)), or other disability groups (Autism Speaks, National Down Syndrome Society, National Alliance on Mental Illness). Be sure to cite your resources during your presentation.
4. Select and read a book that involves your disability. Write a summary of the book. Keeping in mind what you have read, go back to the questions above and see whether you would change any of your answers. Explain why you would or would not change them.
5. Design a poster, which discusses your assigned disability. Include your answers to the above questions, as well as summary highlights of your book. List possible areas of strengths and weaknesses a student may have with this disability. Identify possible learning strategies and classroom accommodations to help make this child successful.

6. Prepare a 5-minute presentation for your poster. All poster presentations will be on the last two days of class.

**Attendance**

Attendance to the Boot Camp is a vital and mandatory component of the successful completion of the 120-hour preparation program. House Bill 1233 mandates that all participants meet these time requirements in order to receive a completion certificate and to apply for a provisional special education certificate.

Boot Camp Facilitators have designed the instruction and daily activities to prepare candidates with the knowledge and skills necessary to educate students with disabilities and effectively collaborate with families, school district professionals, and other outside agencies. Due to the unique timeframe of this course, any missed material will result in a missed opportunity of learning valuable information necessary to effectively serve as a special education teacher. Therefore, it is strongly encouraged to plan on attending classes daily and being on time each day.

Please notify the boot camp facilitators if you are planning on being absent or tardy as early as possible in order for make-up assignments to be arranged and approved by the OSDE Boot Camp Facilitators. Due to unforeseen absences, such as an illness or emergency, please contact your OSDE Boot Camp Facilitators as soon as possible. One absence equals eight (8) hours of make-up assignments to be completed. Absences in excess of two days, or sixteen (16) hours, may result in the inability to continue the preparation program, also known as Boot Camp.

Please plan on arriving on time each day. Candidates must arrive no later than fifteen (15) minutes after a session begins. Three (3) or more late arrivals may result in the dismissal from the Boot Camp Preparation Program.

**I acknowledge I have read and will adhere to the information related to the Boot Camp attendance policy. I understand that failure to comply with the attendance guidelines may result in disqualification from the Boot Camp program.**

\_\_\_\_\_  
Candidate Name (Signed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
OSDE Agency Representative

\_\_\_\_\_  
Date