



**ED454-CURRENT ISSUES & TRENDS IN SPECIAL EDUCATION**  
**SYLLABUS**  
**FALL, 2010**



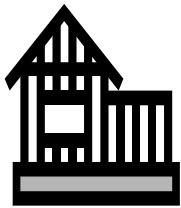
**BUILDING FOR THE PROFESSION**

**"The Blueprint"**

As one of the final academic classes in the special education sequence, this course provides an opportunity for the student majoring in emotional impairments or learning disabilities to explore a wide variety of issues and trends currently impacting the field. The course prepares students to respond to issues they will encounter in professional settings through a discussion/seminar format.



**"The Plot Plan"**



"Current Issues and Trends in Special Education" represents a culminating study of the field of special education. Taken immediately prior to the student teaching experience, students complete extensive reading and research on a number of key issues and trends affecting the field. This provides the background necessary to enter the field as an informed and purposeful professional.

There are several essential questions that will be addressed in the course including:

- \*Why care about issues and trends?
- \*How does one know *what* to pay attention to in the field?
- \*What will the future of special education look like?
- \*What would the "perfect" special education system look like?

**"The Foundation"**

(Based on the 2001 CEC Performance-Based Standards)

This course addresses a number of standards identified for all special education majors.

**Standard 1-Foundations:** "Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

**Standard 2-Development & Characteristics of Learners:** "Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN."

**Standard 3-Individual Learning Differences:** "Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community."

**Standard 6-Language:** "Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences."

**Standard 9-Professional & Ethical Practice:** "Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges.... Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them."

**Standard 10-Collaboration:** "...(S)pecial educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN."

In addition, a number of specific objectives are addressed. For these, the student will:

1. identify and demonstrate knowledge of relevant issues facing the field of special education
2. demonstrate knowledge and understanding of current trends in special education
3. identify and use relevant resources concerning current issues and trends in special education
4. understand and communicate the needs and rights of students with disabilities and their families

**Objectives-continued**

5. help parents and other personnel become informed about issues related to special education
6. examine issues of diversity as they relate to special education
7. examine ethical issues as they relate to the field of special education
8. demonstrate knowledge of special education rules and regulations
9. identify and articulate issues directly related to individual teaching experiences, and
10. identify the impact of current issues and trends as related to professional experiences.

**Main ideas** for the course include:

1. Current issues and trends have a direct impact on professional practice,
2. A special education teacher can be an advocate for and respond to a variety of constituents only when well-informed and able to translate the impact of current issues and trends on their practice, and,
3. Issues and trends in the field affect and shape a personal philosophy of teaching.

Students use information, activities and experiences from the course to develop **professional abilities** as a(n): effective communicator who will:

- listen and actively reflect opinions of peers
- read current literature with a critical and reflective disposition
- express opinions, views and understandings in appropriate oral and written formats
- present information in an effective oral presentation.

professional collaborator who will:

- work/reflect with peers on assignments, projects, and presentations
- participate in an active and reflective manner in large and small group discussions and activities
- contribute knowledge, expertise and resources to groups in a professional and balanced manner
- utilize the course instructor as a professional resource

curriculum developer who will:

- use professional literature and course content to inform decisions about curriculum, methodologies and approaches for special education students

problem solver who will:

- identify problems or potential problems and implement appropriate strategies to address them
- reflect or analyze effectiveness of intervention strategies
- use problem-solving models to enhance and further relationships with peers and other professionals

decision-maker who will:

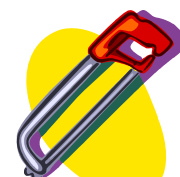
- form and express opinions regarding issues and trends in special education
- evaluate and modify personal and professional goals
- exhibit appropriate professional behaviors

scholarly educator who will:

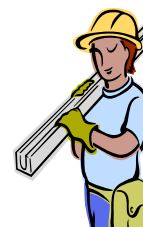
- utilize professional literature to inform opinions and views
- use professional language in a knowledgeable and effective manner
- demonstrate clear understanding of the fundamentals and implications of current issues and trends
- communicate knowledge to peers and other professionals in an appropriate and effective manner
- evaluate and modify personal and professional performance
- seek opportunities for professional growth

**"Tools of the Trade"**

Course Anthology: a collection of readings from a variety of professional journals and organizations. The readings, compiled and bound, reflect the range of issues and trends currently impacting the field of special education at the state and national levels.

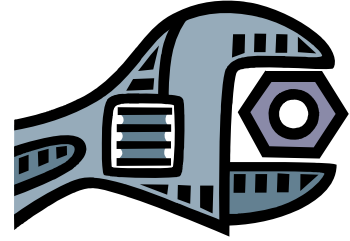
**"The Framework"**

- o Issues, Trends and Legislation at the National Level
- o Special Education Services and Themes at the State Level
- o Issues in Learning Disabilities
- o Issues in Emotional Impairments
- o Issues of Diversity in Special Education
- o Consultation, Co-teaching and Collaboration
- o Issues of the Profession
- o (Selected Topics for Presentations, such as Depression, Special Education in the Private or Charter School, Death in the School Setting, Stress and Teacher Burnout, Abuse and Section 504)



### "Nuts & Bolts"

Students are expected to be in all scheduled classes, on time, prepared, alert and ready to go. Classes are designed for participation and interaction and all students are expected to actively participate throughout each class period. Assignments will be word-processed and are due in class on the assigned dates. Late assignments will be accepted at the discretion of the professor and will be penalized if accepted. Students will contact the professor regarding any absences and are responsible for making up missed class periods.



### "Construction Basics"

- A. Dialogue/Debate/Discussion - The text for this course consists of a compilation of articles from current journals and research articles. The wide variety of information and viewpoints provides an impetus to explain, explore and integrate information. Students are encouraged to debate the issues, explore personal reactions and determine the implications to their future career opportunities.
- B. Lecture - Material from the text is combined with research and current classroom practice data. The lecture format, though secondary, provides an opportunity to explain, explore and integrate information from a wide variety of sources.
- C. Application and Analysis - Students are provided with opportunities to examine actual situations involving students with disabilities. Each activity is directly related to discussion and text information. Students analyze the situations and determine the implications for the special education setting.
- D. Student Presentations - Students are required to make oral presentations in this course. Working in small, cooperative learning groups, they are required to research given topics and then prepare a presentation designed to convey the information. Each individual is responsible for a portion of the presentation.
- E. Critiques - Students are asked to respond to readings and articles on issues and trends in the field and write several position papers on various topics.
- F. Cooperative Learning Groups - Cooperative learning techniques are demonstrated and utilized throughout the course. Students participate in small, learning groups as they analyze and discuss course issues, examine strategies and devise group presentations.
- G. Expert Speakers - Guest lecturers may present on specific topics in the course. These experts are able to directly relate course information to application in the field.



### "The Payoff"

Students are evaluated through a variety of measures, including writing several position papers ranging on topics from "Issues and Trends" to "Consultation & Collaboration." They are required to relate topical information and techniques to their student teaching experiences and work in small, cooperative learning groups in order to develop oral presentations for the class. They self-evaluate as well as receive a group evaluation. In addition to these assessment devices, the students are also required to complete a comprehensive exit interview that explores the variety of topics covered in the course. Attendance and class participation are also included in the overall evaluation of the students. The grading scale is designated in the assignment section of the syllabus.





## ED454 - ASSIGNMENTS

### "Inspections"

The assignments for this course are designed to assist the student in understanding issues facing the field and in defining positions on these critical issues. The culminating activity consists of an exit interview that probes the student's knowledge levels and opinions. A number of response papers are also completed in order to help the student define these issues and clarify stances. Some assignments from this course may eventually be included in the student's professional portfolio.

Assignments will be word processed, when appropriate, and are due in class on the assigned dates. (Students should plan for computer/printer breakdowns by completing assignments *well ahead* of class. ☺)

### "Specs"

#### Topic Responses to Issues

Essays will be completed on issues addressed in this course. Topic Responses will be collected *eight* times during the course. Students must complete a total of **FIVE** Topic Response questions (30 points each) with *no more than* two questions per topic area by the published due dates. Of the five Topic Responses, **one** of the designated choices may use an alternative format (i.e., graphic organizer, PowerPoint, Venn).

All responses **must** reflect the readings and class discussion. Responses will be graded on how fully the question is answered, how the readings/discussion are incorporated into the essay and on how mechanical aspects (punctuation, spelling, wording, etc.) are implemented. **Correct citations should be included for each response, including graphic organizers.**

**Extra Credit.** Up to 20 points of extra credit may be earned by completing up to 2 additional Topic Response questions, each worth up to 10 points. **Due:** *Last day of class*

#### Writing Hints:

- Respond to each question separately.
- Provide an overview and details that support each question.
- Do not offer opinions unless asked to do so.
- Use references (with citations) in **every** response to reflect an understanding of the readings and discussions. Class discussions *may* be referenced (e.g., "Ed 454, 9-6-10"); however, **each** TR should have direct quotes and citations from the readings.
- Write with a "professional voice." "First person" (I, me, my, we, our) may be used **only** when opinions are required. In all other cases (which is true for most of the questions), "third person" is to be used. ("You" and "your" should **never** be used.)
- Avoid opening phrases such as "I am going to tell you about three issues," in favor of introductions such as, "Three events significantly impact this issue."
- Avoid slang, contractions, superlatives (i.e., "great") and colloquial phrases (unless placed in quotations).
- Include an introduction, and summary statement for ALL responses, including alternate formatted responses.

### e-Portfolio

Monday, October 4<sup>th</sup> by 9:00 a.m.

- Create an e-Portfolio for the 6-Hour Block of
- Special Education Courses. Follow specific
- directions for the portfolio. Upload assignments.

### Topic Response #1

#### National Issues & Trends

**DUE: Monday, September 6<sup>th</sup>**

*(Address each question separately. Include references to the articles and citations.)*

- \*1) Provide an overview of the major trends and issues facing special education today. Analyze the possible impact of these issues and trends.
- \*2) Identify and explain the specific issues related to the cost of special education. What are your reactions? Who should be responsible for the costs?
- \*3) Several articles suggest that special education needs to be revamped. Summarize and react to the issues that are raised.
- \*4) Explain the effects of NCLB on the field of special education.
- 5) Your principal asks you to publicly support NCLB, even though you have issues with the law. How do you respond when the parent of one of your students asks how you feel about the law?
- \*6) NCLB is up for reauthorization. Based on the readings and class discussion, what are some of the recommended changes and why? Support your response with evidence from the readings.

The written expression policy **will** be in effect for this course.

**\*Challenge:** Avoid using "I, me, my mine, we, our, you, or your" on these questions.



**Topic Response #2**  
**"National Issues-NCLB/HQT and IDEA 2004"**

**DUE: Friday, September 10<sup>th</sup>**

1. \*Summarize the changes in IDEA 2004.
2. \*Compare & contrast IDEA to NCLB. Use a narrative, *Venn diagram* or *T-Chart format*.
3. \*Predict how special education will look in 10 years, based on the information in the articles & class discussion.
4. \*Create a *mind map* or *graphic organizer* that summarizes and details issues at the national level. *Be sure to include an introduction, summary and integrated quotations, as well as citations and references.*
5. Consider issues impacting the field of special education through several different sets of eyes - a parent, administrator, classroom teacher, special education teacher or a student who qualifies for special education services. Select two perspectives and reflect on the major issues and trends currently affecting the field, assuming the corresponding "voice." Be sure to integrate pertinent quotes from the readings.

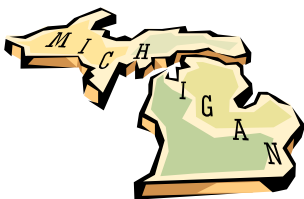
\*Do not use "I, me, my mine, we, our, you, or your" on these questions.

**Topic Response #3**  
**"Issues at the State Level"**  
**DUE: Monday, September 13<sup>th</sup>**

- 1) \*Compare and contrast national issues and trends to what's happening at the state level.
- 2) \*Summarize and discuss three important trends in special education in Michigan.
- 3) \*How is mandated assessment addressed for students with disabilities in Michigan? What differences might occur depending on the disability area (EI? LD?)?
- 4) \*Discuss the effects of the State's economy on special education in Michigan.
- 5) Consider the issues in Michigan from several perspectives. (Use the respective "voices.")
  - a) parent of a student with EI
  - b) resource room teacher
  - c) student with LD
  - d) building administrator
- 6) Craft a letter to a Michigan state legislator outlining your response and reactions to the special education issues in the state.

(Send it off if you'd like. ☺)

Be sure to integrate quotes into all responses.



\*Challenge: Do not to use "I, me, my mine, we, our, you, or your" on these questions.

**Topic Response #4**  
**"LD Issues"**

**DUE: Friday, September 17<sup>th</sup>**

- 1\*1) Provide an overview of the major trends in the field of learning disabilities. Expand on each area.
- 2) Respond to the article, "A Critical Point in Time." What were your reactions? How/what would you share with colleagues and administrators?
- \*3) Analyze the issues surrounding the federal definition of learning disabilities, including deterrents to implementing a change.
- 4) Explain RTI. Describe implementation models and your reactions to each.
- \*5) Identify the pros and cons of RTI.
- \*6) Create a *mind map* or *graphic organizer* on a poster that summarizes issues in the field of LD.

\*Do not to use "I, me, my mine, you, or your" on these questions.

**Topic Response #5**  
**"EI Issues"**

**DUE: Monday, Sept. 20<sup>th</sup> or Weds. Sept. 22<sup>nd</sup>**

- 1) \*Provide an overview of the major trends in the field of emotional impairments. Expand on each area discussed.
- 2) Analyze the issues surrounding the inclusion of students with emotional or behavior disorders in general education settings. Where do you stand on this issue?
- 3) \*Respond to issues of discipline with students in special education.
- 4) \*Explore issues surrounding the suspension and expulsion of students with E/BD.
- 5) \*Create a *PowerPoint* presentation that compares and contrasts the issues facing LD and EI. Provide enough detail to prove you have thoroughly explored the topics. Integrate quotations! Print out 3 slides to a page and add notes for each slide.



### Topic Response #6

#### "Issues of Diversity"

DUE: Friday, September 24<sup>th</sup>

- \*1) Identify the most crucial issues that impact students from differing backgrounds in special education. Discuss each issue, its implications and possible solutions or directions.
- \*2) Discuss issues and culturally sensitive practices that a special educator needs to be aware of when serving students of Hispanic, African-American, Native American and Asian backgrounds.
- 3) Trace your personal journey and growth in working with diverse populations using either a narrative or graphic organizer format. Include specific examples or experiences that have particularly shaped your views. Specify how the course readings and/discussion have influenced your ideas, practice, and understanding as well.
- 4) Predict how you will react to and accommodate students from backgrounds different from yours in your future classrooms. What biases do you need to address? Specify how the course readings and/or discussion have influenced your understanding.
- \*5) When should dual-language students be eligible for special education programs? Explain the issues surrounding this type of decision.

\*Do not to use "I, me, my mine, we, our, you, or your" on these questions.

You may do either #3 or #4, but not both.



### Topic Response #7

#### "Consultation, Collaboration and Co-Teaching"

DUE: Monday, September 27<sup>th</sup>

- 1) Explain the difference between "consultation" and "collaboration." Provide examples of each. Go on to cite examples of each from your experiences in school settings.
- 2) Summarize different models of co-teaching. Examine the benefits and burdens of each. Then select and support your "favorite" model. How would your preferences vary from an elementary to a secondary setting?
- 3) How will you in your first year of teaching, go about establishing collaborative and/or co-teaching arrangements? Analyze your strengths and weaknesses in this area. Then, develop a specific plan for implementation that addresses issues that should be considered.
- 4) As a special educator at the upper elementary level, you have been asked to develop a co-teaching model. On your caseload of 15 students are 4 third graders (3-L.D., 1-E.I.), 6 fourth graders (4-L.D., 2-EI) and 5 fifth graders (2-L.D., 1-EI, H.I., 1-P.O.H.I.). There are two sections of classes at each grade level. Design, in detail, the "perfect" co-teaching situation, considering all aspects. Provide a rationale, citing support from the readings.
- \*5) Almost every special educator deals with paraeducators. Summarize issues surrounding working with paraeducators. Suggest practical ways to deal with them effectively.

\*Do not to use "I, me, my mine, we, our, you, or your" on these questions.

**Topic Response #8**  
**"Consultation/Issues of the Profession"**  
**DUE: Friday, October 1<sup>st</sup>**

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- 1) \*Summarize and explain the CEC Code of Ethics and Standards for Professional Practice. What was the purpose of developing this document?
- 2) How should professionals "use" the Code of Ethics? What areas seem particularly applicable to you as a developing professional? What areas seem unclear? Did you encounter any "surprises?" Explain. What area(s) will you attend to during your student teaching? your career?
- 3) Predict how you will approach your first day *and* your first year of teaching. Explain in detail the process you will follow in order to prepare for the experience. Use the readings to inform your choices and decisions.
- 4) \*Design a lesson or presentation for ASCD that summarizes issues & trends in special education. Pepper the presentation with support from the readings and discussions in class.



**In-Class Presentations**

**DUE: Monday, September 20<sup>th</sup> *or* Wednesday, September 22<sup>nd</sup>**

Your local intermediate school district is organizing an educational fair and you and several of your colleagues have been asked to deliver a short, but informative presentation on an issue or trend that is currently influencing the field of special education. The organizers of the fair are inviting educators, support staff and administrators from the member districts in the ISD, as well as students enrolled in the teacher education program at Hope College to participate in the all-day event.

You get together with your peers and decide to do your presentation on one of the following topics:

*Special Education in Private Schools*

*Stress and Teacher Burnout in Special Education*

*Death and Dying in the School Setting*

*Depression in Special Education Students*

*The First Days of Teaching*

*Special Education in Charter Schools*

You have been assigned a 30-minute slot during which you will need to introduce the topic and provide information. In addition, you and your colleagues decide that you'd like the presentation to be as interactive as possible and determine that including audience involvement in some manner would be most desirable.

As in most presentations, the audience will be provided with an opportunity to give you and the other group members' feedback on the content and the format the presentation, as well as your style of delivery. In addition, you decide that completing a self-assessment will also be helpful. While the topic you've selected might not be one of the "biggies," it will be of interest to a good number of educators and certainly will impact their understanding of what's happening in the field. Good luck and happy presenting!

**Final Interview**

**DUE: Wednesday, September 29<sup>th</sup>**

After years of study and experiences in a variety of field placements, you are ever so close to achieving your dream to teach. Between now and signing that contract, however, you will need to participate in a number of activities, such as finishing your student teaching experiences, writing your resume, completing your professional portfolio, submitting applications and interviewing with school districts. The interview itself is likely to be the single most important part of the hiring process - an opportunity to showcase what you have learned and experienced during your time at Hope. To that end, you will be provided with an opportunity to demonstrate your skills, knowledge and understanding.

So, here's the deal..... A local school district (to your great luck!) is looking to hire one or more graduates and has decided to interview you. They are sending two administrators for the interview and are especially interested in hiring someone who is knowledgeable about the "ins and outs" of the field. They plan to conduct a half-hour interview, during which they will probe, among other things, your understanding of the issues and trends currently influencing the field of special education. Your interviewers will present a range of questions (from the classes in which you are currently enrolled), to which you will be expected to respond by integrating information and insights gleaned from the readings, class discussions, response papers, speakers, small group activities, and personal and professional experiences. Because you really want to be hired into their district, you want to be sure that your answers are well-thought out, organized, complete and accurate. In addition, you will want to present yourself in a professional manner, attending to personal dress, your use of professional vocabulary and your general demeanor.

The interview will be observed by your professors and videotaped (bring a blank, labeled tape) so that you can view it at a later time in order to complete a self-assessment. Now, get ready to go out and knock their socks off! Who knows, there could even be a contract in it for you!



**Professional Portfolio**

**FYI - DUE: Monday, October 18<sup>th</sup>**

***in Student Teaching Seminar***

Prepare a professional employment portfolio that will give prospective employers a picture of your abilities and skills. You should organize your entries and include items from your various educational experiences and courses. Also, develop sections or integrate items that address your skills and knowledge in the areas of secondary school issues, technology and behavior management.

The portfolio might be "housed" in a 3-ring binder, a photo album, an artist's case, or done electronically (PowerPoint, personal website, or C & W). The key will be to choose representative items and select a good balance and number of items. Include a short explanation/rationale for items included in your portfolio. Grading will focus on the variety and range of samples, organization, visual presentation explanations, and completeness of the portfolio to date.

**CPI Training**

**Thursday, September 9<sup>th</sup>**

All students will participate in this important training session. Students will receive CPI certification as a result of this training.

**Class Participation**

- Students are expected to participate fully in each class. This includes being prepared for each class period, participating in both large and small group discussions and activities, and offering opinions, insights and perspectives for the topics up for discussion. Up to 5 points will be assigned for participation in each class.

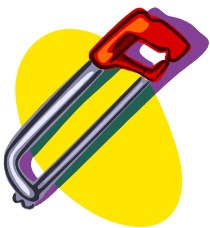


**Grading Scale**

96-100% (302-315)	A	74-77% (233-244)	C
92-95% (290-301)	A-	70-73% (220-232)	C-
87-91% (274-289)	B+	68-69% (214-219)	D+
84-86% (264-273)	B	64-67% (201-213)	D
81-83% (255-263)	B-	61-63% (192-200)	D-
78-80% (245-254)	C+	Below 61% (< 191)	F

<u>Assignment</u>	<u>Grade</u>
Topic Response #_____	_____ / 30 pts.
Topic Response #_____	_____ / 30 pts.
Topic Response #_____	_____ / 30 pts.
Topic Response #_____	_____ / 30 pts.
Topic Response #_____	_____ / 30 pts.
(Extra Credit Topic Response #_____)	(_____ / 10 pts.)
(Extra Credit Topic Response #_____)	(_____ / 10 pts.)
Presentation	_____ / 30 pts.
Interview	_____ / 40 pts.
Class Participation-Sept. 3 <sup>rd</sup>	_____ / 5 pts.
Class Participation-Sept. 6 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 8 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 11 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 13 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 15 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 17 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 24 <sup>th</sup>	_____ / 5 pts.
Class Participation-Sept. 27 <sup>th</sup>	_____ / 5 pts.
C & W Portfolio-October 4 <sup>th</sup>	_____ / 20 pts.

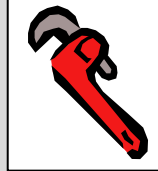
TOTAL \_\_\_\_\_ / 285 pts.



**ED 454 - CURRENT ISSUES AND TRENDS IN SPECIAL EDUCATION**

Fall, 2010

"BUILDING FOR THE PROFESSION"



Monday	Wednesday	Friday
	September 1 "Blueprint for Success" <u>Introduction</u>	September 3 "Digging In" <u>Issues, Legislation &amp; Themes</u>  DUE: Read syllabus and Readings: Parts A & B- "National Issues" & "NCLB"
September 6 "Laying the Foundation" <u>National Issues-IDEA 2004</u>  DUE: Readings: Part C - "IDEA 2004" Topic Response #1-National Issues-Pts. A & B	September 8 "Checking the Plan" <u>State Issues</u>  DUE: Readings: "State Issues"	September 10 Meet 8:30-10:20-Granberg Room "Nuts & Bolts" <u>LD Issues</u>  DUE: Readings: "LD Issues" Topic Response #2-National Issues-Part C
September 13 "Plumbing 101" <u>EI Issues</u>  DUE: Readings: "EI Issues" Topic Response #3-State Issues	September 15 "From the Outside In" <u>Issues of Diversity</u>  DUE: Readings: "Issues of Diversity"	September 17 "Wiring It Up" <u>Consultation, Collaboration &amp; Co-Teaching</u>  DUE: Readings: "Consultation" Topic Response #4-LD Issues
September 20 "Framing-Part 1" <u>In-Class Presentations</u> (Stress, Depression, Charter Schools)  DUE: Presentation or Topic Response #5-EI Issues	September 22 "Framing-Part 2" <u>In-Class Presentations</u> (Private Schools, Death, 1 <sup>st</sup> Days)  DUE: Presentation or Topic Response #5-EI Issues	September 24 "Getting Approvals" <u>Issues of the Profession</u>  DUE: Readings: Issues of the Profession Topic Response #6-Diversity
September 27 "Roughing in for the Future" <u>Interview Preparation</u>  DUE: Topic Response #7 - Cons./Collab./Co-tchg.	September 29 "Tying It All Together" <u>Interviews</u> Meet in VZ 247  DUE: Interview	October 1 "Finishing Touches" <u>Wrap-Up</u>  DUE: Extra Credit Topic Responses Topic Response #8 -Issues of the Profession

CPI Training-Thursday, September 9<sup>th</sup>

C & W e-Portfolio - DUE: Monday, October 4<sup>th</sup>

Final Get-Together - Wednesday, December 15<sup>th</sup>, 7:00 - 9:00 p.m. - at Nancy's home

