The Special Education for Indiana School's Today (SPEDFIST) program offers a hybrid program. Courses are taken online and complemented with face-to-face meetings, sometimes using technology for students at a distance.

In our Tenth SPEDFIST Newsletter, we want to share more about perspectives on Special Education, our Culminating Portfolio Seminar to support continuing students in the program and those seeking an additional license, and introduce classes for the coming Spring 2013 semester.

We welcome your participation and appreciate the active interest in our program. As such, we would love to hear from you! Please, discover our contact information on the closing page of the newsletter.
Completing the Portfolio Seminar

As a SPEDFIST student, you may have fulfilled your required seminar attendance in the Community of Teachers, yet still need to complete your portfolio for licensure. This 1 credit hour seminar provides the opportunity for students completing a license addition or otherwise needing to complete the portfolio to receive guidance and support to do so.

Objectives of this course include:

- Determine number of expectations needed for portfolio completion.
- Maintain consistent, scheduled communication with your seminar facilitator
- Develop strategies for completing a min. of 2 approved expectations per semester
- Continue involvement with a field placement
- Support a continued practice of reflection around teaching and learning

Typically, students meet four times over the course of a semester. These arrangements are coordinated individually with a facilitator and in small groups for approximately 1-2 hours per scheduled dates. Attendance is required. It is your responsibility to be proactive in completing your expectations within the guidelines set out by your facilitator.

When submitting your Portfolio, please make clear which expectations you have changed since your last submission so that the facilitator can evaluate the changes made and respond appropriately. When submitting an expectation, students should consider the submission as complete, anticipating only marginal feedback. It is imperative for you to hand in work at a “Ready to Teach” level on each of the three dimensions of the rubric: Sources of Evidence, Context, and Coherence and Reflection (see Words to Live By section, p. 19 in CoT Handbook).

For more information, contact Kharon Grimmet: kgrimmet@indiana.edu
Hello, my name is Hsiaolan Chen and I learned about SPEDFIST through IU’s website when I was in Taiwan. I was born and grew up in Taipei, Taiwan. Prior to my introduction to special education, I knew nothing about the field until my nephew was born. I have three nephews. One of them has exhibited attention problems since attending the first grade in an elementary school. At that time, I accompanied my sister while diagnosticians conducted assessments with my nephew. This was the first time I became aware of children with special needs. In Taiwan, many consider that special education is for student with outward appearances that display a physical disability. However, this experience introduced to me the realization that the concept of special needs is broader than just outward appearances.

My first exposure to teaching children with special needs was when I instructed classes as a substitute teacher in an elementary school in Taiwan. I met some children with disabilities including those diagnosed with Asperger Syndrome, Down Syndrome, and Mental Retardation or Cognitive Deficiencies in the school setting. However, I was upset to see that teachers considered this as an excuse to relieve the students from their academic tasks. I did not know how to teach them but I really wanted to help them. This is the reason why I transitioned my career to focus in special education.

Academically, I have earned my BS from Tamkang University in Taiwan with a major in Japanese. This experience provided employment in several Japanese companies over the course of three years. Yet, presently I am pursuing my Master’s Degree in Special Education including the initial certification for a teaching license.

I would like to research effective interventions to address my nephew’s needs related to his attention problems. I strongly believe that every child can learn in his/her appropriate way. In the future, I would like to advocate for diverse school settings and extend this perspective within the inclusive classroom. I think it is important to expose children to the idea of diversity, so they willingly accept and embrace diverse populations, especially in Taiwan. Surveys have reported that parents in Taiwan do not want their typically developing children placed with international students or students with disability. They are afraid that their children will get less attention from teachers since teachers spend more time taking care of students with diverse needs. I often wonder how can we teach our children if we do not introduce them to perspectives related to diversity?

In the long term, I plan to either stay in the US or go back to Taiwan, to teach children with special needs and work with those who share similar ideas about children with disabilities. Presently, I have secured a mentorship with Ms. Brenda Brannigan at Templeton Elementary. I look forward to learning how to teach in the field and create my own style along the way. I am really looking forward to this new experience in special education and in SPEDFIST!
The SPEDFIST program is offering a variety of courses during the upcoming spring sessions. Please take a moment to see what SPEDFIST has to offer including:

- A combination of synchronous and asynchronous instruction;
- A variety of courses that are designed to bridge theory to practice in the field;
- And, the use of technology for students to participate at a distance.

In Fall 2013, students who have successfully completed at least one semester in SPEDFIST as well as Y520 may enroll in K590 (3 credits). This course will help you prepare your thesis or project/proposal manuscript if you are earning a master’s degree. You will complete the thesis/project in Spring 2014 by enrolling in an additional one credit K590 course.

### Spring Course Offerings

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<th>Course Numbers</th>
<th>Course Titles</th>
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<td>K500*&lt;br&gt;Sec. 25188</td>
<td>Communication, Development, Assessment &amp; Intervention in Students w/ASD</td>
<td>01/07/2013 – 05/03/2013</td>
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<tr>
<td>K535*&lt;br&gt;Sec. 33358</td>
<td>Survey of Mild Disabilities/Assessment</td>
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<tr>
<td>K535&lt;br&gt;Sec. 26756</td>
<td>Survey of Mild Disabilities/Assessment</td>
<td>01/07/2013 – 05/03/2013&lt;br&gt;Wednesdays 4–7 PM Room TBA</td>
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<td>K541*&lt;br&gt;Sec. 16705</td>
<td>Transition Across Life Span</td>
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<td>K545*&lt;br&gt;Sec. 23498</td>
<td>Management of Emotional and Behavioral Disorders</td>
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<td>Classroom Management and Social Interaction</td>
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<tr>
<td>K553&lt;br&gt;Sec. 33360</td>
<td>Classroom Management and Social Interaction</td>
<td>01/07/2013 – 05/03/2013&lt;br&gt;Thursdays 4:30–7:30 PM ED 1006</td>
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<tr>
<td>K590*&lt;br&gt;Sec. 28925</td>
<td>Completing the Portfolio Seminar</td>
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<td>S500*&lt;br&gt;Sec. 20883</td>
<td>CoT Connect Seminar</td>
<td>01/07/2013 – 05/03/2013&lt;br&gt;Tuesdays 5:30–7:30 PM</td>
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*Course is taught online; contact Sara M. Gibson at slavende@indiana.edu or deregstr@indiana.edu when registering.
A Look Inside SPEDFIST

We wanted to take this opportunity to explain the difference between our online and face-to-face courses. Many of the SPEDFIST courses are delivered in an online/hybrid format. This means that most of the courses will be conducted online throughout the semester. However, depending on the instructor there will be between two to four face-to-face meetings required. Thus, students who are within a 50-mile radius are required to attend an on campus meeting. Students who are more than 50 miles away will receive an alternative assignment. It is strongly recommended that all students, if possible, attend the on campus meetings. Feedback from SPEDFIST students indicates they find the occasional on campus meetings very beneficial. Please mark your calendars at the beginning of the semester so you can plan to attend these important meetings.

On the occasion that we have enough students, we will attempt to fill two sections of our core courses. This means that students will meet on campus each week with the instructor and fellow students. These on campus courses will usually meet with the undergraduate equivalent of the course topic. However, there will be more advanced assignments planned for the graduate students.

If you have any additional questions about this topic please do not hesitate to contact Lawrence J. Ruich at lruich@indiana.edu.
Hello, my name is Barbara Backler, and I received a BS in Sociology and a Masters in Social Work from the University of Michigan. I completed my teacher’s certificate at I.U. and then acquired an administrator’s license and special education endorsement. I have four children and four grandchildren. I love following my oldest son’s career and his enthusiasm for his job. He is the principal of a small, rural elementary school in New Hampshire.

We bought a house in town that has a pool after living in the country for 14 years. It certainly attracts the grandchildren. I love to walk in the woods. There is something about seeing a tree that fell between the branches of another tree and then another tree that thrills me.

I worked at Harmony School for 20 years and it's certainly part of my identity. I hope to offer my support to the multi-age class this year, just because I am excited about the potential of this classroom.

I am the chair of the Elder Focus Task Force at our church. I am interested in issues of aging, and I will be co-teaching a class on The Spirituality of Aging. I love to read, and I belong to a wonderful book group. We read fiction and non-fiction. Our next book is, Enjoy Every Sandwich. I also love to sing. I have always sung in choirs and I used to sing solos. Now I sing in our church choir and I have a great time singing with the Bloomington chapter of the Raging Grannies.

This summer I travelled to Michigan 7 times to join in family celebrations. I have 5 sisters and a brother, and we all like to be together. I spent the day today cleaning out my brother’s barn north of town, so he can sell his place and join me in town.

I think “my field of study” keeps evolving. Each of my four children learns differently from the others. It was a challenge trying to meet all their needs, but I loved it. I am afraid that schools fail in addressing the needs of diverse learners. My guess is we fail with at least 60% of our students. That's just my gut speaking. (It's not research based.) I am always amazed that children can struggle in one setting and then thrive in another one. This tells me that it is the school environment, not the child who is failing.

Nowadays teachers almost have to concentrate on standardized tests, especially if they don’t have a lot of confidence in themselves and their beliefs. There seems to be little emphasis in creating communities in classrooms, knowing each child and their strengths, interests, and the enjoyment in learning.
Box at IU gives you so much more than 50GB of no-cost storage. You can use it for simple, secure collaboration — anytime, anywhere, on any device.

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For more about Box at IU, see:
http://kb.iu.edu/data/bbox.html

To create an account, just log in with your IU user ID and passphrase at:
http://box.iu.edu

(For step-by-step instructions and a video on secure setup, visit http://kb.iu.edu/data/bccq.html and http://go.iu.edu/5MB.)
Alan J. Pakula’s spellbinding 1987 film of Lyle Kessler’s play Orphans (1983), focuses on two orphaned brothers holed up in a decrepit house, and a big-time gangster who enters their world and transforms it. The powerhouse performances by all three actors bring forth the value of responsibility, relationship, love, and caring to address the sense of loss experienced by each character. A must see film! See preview clip for more, http://www.youtube.com/watch?v=zcLAF3qF7E

A breakaway bestseller since its first printing, All Souls (2007) takes us deep into Michael Patrick MacDonald’s Southie, the proudly insular neighborhood with the highest concentration of white poverty in America. Rocked by Whitey Bulger’s crime schemes and busing riots, MacDonald’s Southie is populated by sharply hewn characters like his Ma, a miniskirted, accordion-playing single mother who endures the deaths of four of her eleven children. Nearly suffocated by his grief and his community’s code of silence, MacDonald tells his family story here with gritty but moving honesty.
Highlights in Teaching and Learning

Service-Learning Program

The Service-Learning Program at Indiana University Bloomington advances engaged learning by promoting the use of community service as a means of enhancing students’ educational experiences. The program creates opportunities for Indiana University students, faculty, and staff to learn in partnership with the community and to develop competencies that promote the advancement of a socially responsible citizenry.

For more information, see their website, http://citl.indiana.edu/programs/serviceLearning/index.php or contact Service-Learning Program Director Nicole Schönemann @ (812) 856-7849 or nschonem@indiana.edu

See the Center for Innovative Teaching and Learning (CITL) wide range of services, wherein several programs provide distinct support for specific areas of teaching and learning, http://citl.indiana.edu/programs/index.php


Education policy wonks should not despair, a Columbia University, Teachers College debate hosted earlier featured surrogates for the Obama and Romney campaigns who got into the weeds of education policy touching on their overall vision for the direction of education; common core state standards; education funding; early learning; and much more.

Click here to watch Columbia University – Teachers College hosted debate with Phil Handy, Higher Education Co-Chair of Gov. Romney’s Education Policy Advisory Group and Jon Schnur, Education Advisor to the Obama Campaign.

Send questions and opinions to Kharon Grimmet at kgrimmet@indiana.edu or Lawrence J. Ruich at lruich@indiana.edu
For More Information on SPEDFIST

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