

SPD 568
TEACHING METHODS FOR LEARNERS WITH
MILD/MODERATE DISABILITIES
Fall, 2007

College of Education
Department of Language, Literacy, and Special Populations

CONCEPTUAL FRAMEWORK: *Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

INSTRUCTOR

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Mondays: 6:00 - 9:00

Cypress Creek High School, RM A208

TEXTS/MATERIALS:

Cohen, L. & Spenciner, L. J. (2005). **Teaching Students with Mild and Moderate Disabilities: Research-Based Practices.** Pearson/Merrill Prentice Hall: Upper Saddle River, NJ.

Lenz, K. & Deshler, D. (2004). **Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary School.** Pearson Education Inc. Boston, MA.

RELATED MATERIALS

AIMS Web. Curriculum Based Measurement.

Course Handouts

Postings on BLACKBOARD

Journal Readings for Individual Oral Reports

COURSE DESCRIPTION (Catalog)

Course content centers upon a rationale for instruction of students with mild to moderate special needs and presents a variety of methods, materials, and instructional strategies for students with mild to moderate disabilities.

COURSE QUESTIONS:

1. What are the main educational needs of students with high incidence disabilities?
2. What educational methods and practices are regarded as "research-based" and "student-centered"?
3. Which conceptual model of learning works for me? Am I eclectic?
4. How do I link assessment with instruction?
5. How do I build positive, supportive learning environments for struggling learners?
6. What is the mission and vision of special educational programs and how well is it being realized?
7. What instructional practices will lead to learner growth and achievement in language, literacy, mathematics, and content areas?
8. How can students with mild and moderate disabilities become more metacognitively aware, strategic, active, and successful?
9. How can students with mild to moderate disabilities be equipped for successfully meeting the demands of adult, post-secondary life?
10. What methods and educational strategies will enrich my instruction for all students?

COURSE OBJECTIVES:

Course objectives are aligned with state and national standards in the following table. State standards are taken from the State Board for Educator Certification (SBEC) - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TEsES Certification Examination (www.sbec.state.tx.us). For National Standards, The Council for Exceptional Children (CEC) provides the following : "CEC

Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums”(www.cec.sped.org).

SPD 568 Objectives/ Learning Outcomes	Activities	Performance Assessment	STANDARDS: TX: Special Education EC – 12 TExES/ExCET CEC/NCATE: Individualized General Curriculum
(1) Ability to describe various theoretical and conceptual positions related to the instruction of students with mild/moderate disabilities and learning disabilities, including direct instruction, diagnostic teaching, and whole language.	In-class Discussions Relating Class Handouts to Text Text Chapters 1, 6 Student Presentations of Topical Content	Anecdotal Evaluation of Participation EXAM 1 Performance Rubric	1.2K, 1.2S, 11.1K, 11.4K ST 1: Foundations – CC1K1 ST. 2: Instructional Strategies – GC4S1 ST. 7: Instructional Planning – CC7K1
(2) Ability to plan and conduct instructional sequences utilizing appropriate degrees of task analysis, structure, teacher direction, and instructional scaffolding.	In-class Discussions Relating Class Handouts to Text Text Chapters 5, 7 PowerPoint Presentations Student Presentations of Topical Content Resource Notebook/ Project Instructional Simulations	Anecdotal Evaluation of Participation EXAM 1 Performance Rubric Performance Rubric Peer Feedback	6.3K, 6.9K, 6.2S, 6.3S, 6.4S, 6.5S, 6.6S, 6.19S, 10.1K, 10.2K, 10.1S ST. 5: Learning Environments and Social Interactions – CC5K3, CC5S1, CC5S12, GC5S6 ST. 7: Instructional Planning – CC7S2, CC7S5, CC7S6, CC7S8, CC7S10, CC7S12, GC7S2, GC7S3
(3) Ability to describe, define , and implement research-based and learner-centered instructional strategies in the areas of reading, oral	In-class Discussions Relating Class Handouts to Text	Anecdotal Evaluation of Participation	10.2S, 11.2K – 11.7K, 11.1S – 11.7S, 10.2S, 12.1K – 12.4K, 12.1S, 12.5S, 12.7S

<p>language, written language, and math.</p>	<p>Text Chapters 11, 12, 13</p> <p>PowerPoint Presentations</p> <p>Presentations of Topical Content</p> <p>Resource Notebook/ Project</p> <p>Instructional Simulations</p> <p>Field-based Practice</p>	<p>EXAM 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Peer Feedback</p> <p>Written Reflection</p>	<p>ST. 4: Instructional Strategies – CC4S3, GC4K6, GC4S1, GC4S4, GC4S1, GC4S14, GC4S15</p> <p>ST. 6: Communication – CC6K1, CC6S1 – CC6S4</p> <p>ST. 7: Instructional Planning – GC7K4</p>
<p>(4) Ability to design learning environments and instructional programs which maximize opportunities for student success and progress and which encourage student self-selection and active participation in learning goals .</p>	<p>In-class Discussions Relating Class Handouts to Text</p> <p>Text Chapters 5, 7</p> <p>PowerPoint Presentations</p> <p>Presentations of Topical Content</p> <p>Resource Notebook/ Project</p> <p>Field-based Practice</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 1, 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Written Reflection</p>	<p>6.7S – 6.10S</p> <p>ST. 4: Instructional Strategies – GC4K5</p> <p>ST 5: Learning Environments and Social Interactions – CC5S4, CC5S8, CC5S9</p>
<p>(5) Ability to describe and engage in collaborative roles and responsibilities with various educational professionals, emphasizing partnerships with general educators.</p>	<p>In-class Discussions Relating Class Handouts to Text</p> <p>Text Chapter 10</p> <p>Presentations</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 2</p> <p>Performance Rubric</p>	<p>3.1K, 3.3K, 3.5K, 3.1S, 3.8S, 3.9S</p> <p>ST. 7 : Instructional Planning – CC7S2</p> <p>ST. 10: Collaboration – CC10K1, CC10K2, CC10S6, CC10S9,</p>

	of Topical Content Resource Notebook/ Project Student Portfolio Assessment	Performance Rubric Performance Rubric	GC10K4
(6) Ability to cite important social, academic, cognitive, behavioral, language, and motivational characteristics of students with mild/moderate disabilities, including LD.	In-class Discussions Relating Class Handouts to Text Text Chapter 2, 3, 8 Student Portfolio Assessment	Anecdotal Evaluation of Participation EXAM 1, 2 Performance Rubric	4.1K, 4.3K, 4.4K, 4.8K, 4.9K, 4.2S, 4.3S <i>ST. 2: Development and Characteristics of Learners – CC2K2, CC2K5, GC2K4</i> <i>ST. 3 – Individual Learning Differences – CC3K1, CC3K2</i> <i>ST. 6: Communication – GC6K3</i>
(7) Ability to equip students with mild/moderate disabilities and LD with an approach to learning situations which is strategic, organized, meaning-based, and success-oriented, including self-management strategies, learning strategies, test-taking strategies, and self-determination skills.	In-class Discussions Relating Class Handouts to Text Text Chapters 14, 15 PowerPoint Presentations Presentations of Topical Content Resource Notebook/ Project Field-based Practice Instructional	Anecdotal Evaluation of Participation EXAM 2 Performance Rubric Performance Rubric Written Reflection Peer Feedback	6.8S, 6.9S, 7.6S, 10.8S, 11.8K, 11.8S <i>ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4K2, GC4S3, GC4S11</i> <i>ST. 6: Learning Environments and Social Interactions – CC5S8, CC5S9</i>

	Simulations		
(8) Ability to utilize a variety of ongoing informal assessment strategies to plan, conduct, and evaluate instruction for students with mild/moderate disabilities and LD, including portfolio assessment, literacy folders, and error analysis.	<p>In-class Discussions Relating Class Handouts to Text</p> <p>Text Chapter 4, 11, 12, 13, 14</p> <p>Presentations of Topical Content</p> <p>Resource Notebook/Project</p> <p>Student Portfolio Assessment Field-based Practice</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Written Reflection</p>	<p>5.2K, 5.8K, 5.9K, 5.2S, 5.3S, 5.5S, 5.6S, 5.8S, 5.9S, 5.10S, 5.12S</p> <p><i>ST. 4: Instructional Strategies - GC4S12</i></p> <p><i>ST. 8: Assessment – CC8K1, CC8K2, CC8S1, CC8S2, CC8S4, CC8S5, CC8S8, GC8S3</i></p>
(9) Ability to plan and implement appropriate service delivery arrangements in school settings (inclusive, etc,) through transitional environments (career, vocational) and which provide for academic and social success and integration for students with mild/moderate disabilities and LD.	<p>In-class Discussions -Class Handouts</p> <p>Text Chapters 5, 7, 16</p> <p>Presentations of Topical Content</p> <p>Resource Notebook/Project</p> <p>Instructional Simulations</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAMS 1, 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Peer Feedback</p>	<p>6.6K, 6.8K, 6.9S, 9.2K, 9.4K, 9.5K , 9.7K, 9.1S, 9.4S, 10.7K, 10.8K, 10.7S</p> <p><i>ST, 1: Foundations - GC1K5, GC1K8</i></p> <p><i>ST. 4: Instructional Strategies – CC4S1, CC4S6, GC4S6, GC4S8</i></p> <p><i>ST. 5: Learning Environments and Social Interactions – CC5K3, CC5K7, GC5S3, GC5S6</i></p> <p><i>ST. 7: Instructional Planning – GC7K2, GC7K3, GC7S5</i></p>
(10) Ability to relate instructional goals to the general curriculum and designate instructional adaptations and behavioral supports required for	<p>In-class Discussions -Class Handouts</p> <p>Text Chapter 14</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 2</p>	<p>9.7K, 10.2K, 10.4K</p> <p><i>ST. 3: Individual Learning Differences –</i></p>

successful functioning in academic, social, and life-centered domains in inclusive and special learning environments.	<p>Presentations of Topical Content</p> <p>Resource Notebook/Project</p> <p>Instructional Simulations</p> <p>Field-based Practice</p>	<p>Performance Rubric</p> <p>Performance Rubric</p> <p>Peer Feedback</p> <p>Written Reflection</p>	<p>GC3S1</p> <p>ST. 5: Learning Environments and Social Interactions-CC5K1, CC5S1, CC5S3</p> <p>ST. 7: Instructional Planning – CC7S1, CC7S7</p>
(11) Ability to utilize principles of group discussion, individual conferencing, instructional groupings (peer tutoring, cooperative learning, etc.) and shared learning/goal setting to increase the academic and social integration of students with mild/moderate disabilities and LD.	<p>In-class Discussions -Class Handouts</p> <p>Text Chapters 7</p> <p>Resource Notebook/Project</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 1, 2</p> <p>Performance Rubric</p>	<p>3.1K, 3.3K, 3.1S, 3.4S</p> <p>ST. 4: Instructional Strategies – GC4K5</p> <p>ST. 5: Learning Environments and Social Interactions – CC5WS4, CC5S7, CC5S9, GC5K3</p> <p>ST. 7: Instructional Planning – CC7S3</p> <p>ST. 10: Collaboration – CC10S4, CC10S5, CC10S7</p>
(12) Ability to utilize appropriate instructional and assistive technologies, including computer-assisted instruction hypermedia, and on-line applications.	<p>In-class Discussions -Class Handouts</p> <p>Text Chapters 7, 14</p> <p>Resource Notebook/Project</p> <p>Presentations of Topical Content</p> <p>Field-based Practice</p>	<p>Anecdotal Evaluation of Participation</p> <p>EXAM 1</p> <p>Performance Rubric</p> <p>Performance Rubric</p> <p>Written Reflection</p>	<p>8.1K, 8.5K, 8.6K, 8.1S, 8.3S, 8.5S, 8.7S</p> <p>ST. 4: Instructional Strategies – GC4S7</p> <p>ST. 5: Learning Environments and Social Interactions – GC5S2</p> <p>ST. 7: Instructional Planning – CC7S4, CC7S9</p>
(13) Ability to select appropriate curricula – including the Texas Essential Knowledge and	<p>In-class Discussions -Class Handouts</p>	<p>Anecdotal Evaluation of Participation</p>	<p>10.9K, 10.9S</p> <p>ST. 4: Instructional</p>

Skills (TEKS) - and curriculum materials for students with mild/moderate disabilities, in academic, literacy, social, life-centered and career domains.	Text Chapter 3, 11 – 14 Resource Notebook/ Project	EXAM 1, 2 Performance Rubric	<i>Strategies – GC4K1</i> <i>ST. 7: Instructional Planning – CC7K1 – CC7K3</i>
(14) Understands and adheres to professional dispositions and commitments of ethical practices, advocacy for students with disabilities, and continuing professional development	In-class Discussions	Anecdotal Evaluation of Participation	2.1K, 2.2K, 2.3K, 2.1S, 2.2S, 2.3S, 2.4S, 2.11S
	Text Chapters Presentations of Topical Content	EXAM 1, 2 Performance Rubric	<i>ST. 1: Foundations – CC1K1, CC1S1</i> <i>ST. 9: Professional and Ethical Practice – CC9K1, CC9K3, CC9K4, CC9S1, CC9S2, CC9S5, CC9S7, CC9S9 – CC9S12</i>
	Resource Notebook/ Project	Performance Rubric	

POLICY for Students with Disabilities

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be complete.

EVALUATION:

(1) Mid-term exam (130 Points) (VALUE, LOGICAL PRACTICE & RESEARCH)

Exam # 2 (130 Points)

Exams are a mix of short answer and multiple choice test items.

(2) Small Group Oral report (70 points) (LOGICAL PRACTICES)

Small Group **Oral report** on topic from reading lists or other sources. Reports will be presented in class (15-20 minutes) with emphasis on instructional implications. If the reading describes a specific instructional technique or method (as most of them will), consider using a demonstration, video (w/ consent), modeling, or role-play. In any case, strive for zest and clarity. Topics can be broad (e.g., “Reading Comprehension

Strategies”) or more specific (e.g., “Methods for Teaching Fractions”). You should provide a **one-two page summary** of the articles describing the main points and synthesizing the specific instructional applications and implications. Readings will be given out during the first few class meetings. A scoring rubric is provided...use the criteria to plan and self-assess. **(70 Points)**

(3) Class attendance and participation (40 Points). (VALUE)

Three hours of class (1 class meeting) are allowed by University Policy. Each absence following the three hours will result in an 10 point reduction. More than two absences should be worked out individually with the course instructor. Participation will be judged informally by the instructor.

(4) Individual Project (70 Points) (RESEARCH)

a. **Field Based Case Study/Portfolio Assignment.** Begin to construct a case study of performance by a student with mild/moderate disabilities (preferably), a low achieving student, at-risk student, etc. Accumulate a folder of information -- this might include work samples, accommodated work samples, homework, informal conference logs, tests, notes or outlines constructed by the student, anecdotes about classroom behavior, interviews with teachers or parents, curriculum based measurement (CBM) -- or any of a number of sources. Course handouts and readings will seek to clarify some of the permutations which might be possible. We will discuss these in class and each of us will engage in ongoing dialogues about how the experience is working. Be sure to respect confidentiality - white out names, get permissions, etc. We will use these to think about informal evaluation and goal-setting. Refer to handouts and class information on the philosophy and construction of portfolios.

Early in the course, everyone will read an article (Some of these are on the reading lists) - informal assessment methods, authentic assessment, portfolio construction, classroom-based research...We'll share these in class such that we learn together both the philosophy and logistics of individual, ongoing, multiple domain-based assessment. Due on 11/26/07.

OR

b. **Construction of a notebook** containing selected handouts, journal article summaries, reading lists, workshop/in-service materials, etc. Consider this to be a product that will serve as a sourcebook for future years in the classroom-something that will be added to and referred to on a regular basis. Headings and sections should be the same as the course outline. Include outside information accumulated at pre-service, inservice, professional meetings, etc. Think of ways to subdivide molar domains such as reading, writing, etc. Points awarded according to attached criteria. Notebook is due on 11/12/07 such that it can be returned in time for preparation for Exam 2.

OR

c. Is there an area or instructional domain that you would like to devote this project to? An in depth compilation of resources, information, instructional and assessment strategies, etc. in a specific domain of literacy – reading, writing, language, - or content area learning – study skills, learning strategies, etc. As before, search the literature, use inservice resources, etc. to gain completeness and encompass what is currently viewed at BEST Practices. Again, due 11/12/07.

(5) Field-Based Instructional Practice – Reflection (VALUE AND LOGICAL PRACTICES)

Seek to identify three specific instructional methods or techniques – BEST PRACTICES...RESEARCH-BASED... - which will be utilized in your classroom teaching situation, preferably with a student or students with special needs. For example, does the provision of a story map, semantic web, or graphic organizer provide additional support for students? We will cover many in this course...discuss possible choices with me and the class. The selection of specific instructional strategies will be dependent on the instructional focus (content mastery, literacy, life skills, etc.) of the class as well as the needs and developmental level of the student(s). Make plans for where and under what classroom conditions each strategy will be implemented. Turn in a one-page reflection for each with documents:

- (a) Planning and Preparation: *Who-What-Where-Why*. What are the anticipated outcomes of the instruction— skills, processes, competencies which emerge through the use of the instructional method.
- (b) Brief description of the method and *How* it will proceed in the classroom.

- Is it being used with a small group, individual student, etc.?
 (c) Reflection on the effectiveness of the strategy. What went well and what might be improved? Will I use it again?
(3 @ 10 Points each = 30 Total) - Due 9/24, 11/5, and 11/26

(6) Online class participation (30 Points) (VALUE)

Two classes during this semester will be held online. You will be expected to participate during this online class by participating in a discussion thread and completing a short assignment. Participation in the online forum will account for 15 points per class.

GRADE SCALE

- 450 - 500 Points = A**
410 - 449 Points = B
360 - 409 Points = C
Below 360 = F

COURSE SCHEDULE

8/20	Course Overview Soliciting Topics & assigning groups for Oral Reports Course Orientation and Philosophy Basics of Educational Programs IDEA LRE, Service Delivery IEP Chapter 1 (Cohen & Spenciner, 2005) Chapter 11 (Lenz & Deshler, 2004)
8/27	Portfolio and CBM review/preview for individual project Characteristics & Aspects of Mild/Moderate Disabilities What learning problems look like Pre-referral/Referral ADHD,OHI Response to Intervention (RTI) Assistive Technology Examples What do high and low achievers look like? Cognitive, Academic, Social Characteristics Instructional Planning Considerations Chapter 2 (Cohen & Spenciner, 2005) <i>General</i> Mild/Moderate Characteristics EBD, MR, Autism Spectrum Disorders Chapter 3 (Cohen & Spenciner, 2005)
9/3	LABOR DAY HOLIDAY
9/10	Linking Assessment and Instruction Orientation, Attributions, Attitudes Formal and Informal Assessment High Stakes Testing Reliability & Validity CBM Portfolio & Performance-based Assessment Error analysis Chapter 4 (Cohen & Spenciner, 2005) Framing Pedagogies for Diversity Chapter 1 (Lenz & Deshler, 2004)

9/17

Online Class on Blackboard

Lesson Planning, Instructional Goal-Setting
Designing positive learning environments
The Learning Process/Stages of Learning
Accommodations & Supports
Release of Responsibility Model
Overview Instructional Software
Computer-Assisted Instruction
Chapter 4 (Cohen & Spenciner, 2005)

Historical Instructional Approaches
Direct Instruction
Behaviorism, Constructivism, Holism
Whole Language – Questions & Limitations
Making Learning Meaningful & Authentic
Effective Schools
Chapter 6 (Cohen & Spenciner, 2005)

The Challenges of Diversity and Sytematic Reform
Chapter 2 (Lenz & Deshler, 2004)

9/24

Explicit Instructional Strategies
Instructional Scaffolding
Reciprocal Learning
Student Mediated Learning
Cooperative Learning Groups
Peer Tutoring
Text: Chapter 7
Field-Based Reflection # 1 Due
Assessing student involvement
Instruction in social skills, self-regulation
Positive Behavior Supports
Text: Chapter 8
Motivation and Managing Behavior
Functional Behavior Assessment
Selecting Materials
Instructional Routines – Active Responding
Integrated curricular Learning
Sociocultural Context for Learning
Scheduling, Prevention, Structure
Cambourne's Conditions
Chapter 9 (Cohen & Spenciner, 2005)

Professional & Parental Collaboration
Problem-solving approach
Inclusion and Integration
Co-Teaching
Modifying Instruction
Interdisciplinary Team Functioning
Communicating with Parents
Chapter 10 (Cohen & Spenciner, 2005)

10/1 - 10/8

Pre-, During-, Post-Reading Framework
Comprehension, Metacognition and Meaning-making

Reading Assessment – Think alouds, IRI,...
Phonemic Awareness
Language Cueing systems
Directed, Guided Reading
Advance Organizers, Graphic Organizers,...
Fluency & Automaticity – Repeated Reading...
Looking at Miscues
Utilizing Children's Literature/Integrating Instruction
Post-Reading
Sharing, Extending Text
Reciprocal Teaching, CSR,...
Questions & QAR's
Chapter 11 (Cohen & Spenciner, 2005)

Routines for Designing Instruction and Learning
Chapter 4 (Lenz & Deshler, 2004)

10/15

EXAM 1

10/22

Becoming a Reader and Writer/Assessment
Top-Down Versus Bottom-Up Approaches
Writing Process
Analyzing Writing Samples/Rubrics
Literacy Conferencing
Fostering Authorship
Journals and Logs
Chapter 12 (Cohen & Spenciner, 2005)
Teaching Content in an Academically Diverse Class
Chapter 9 (Lenz & Deshler, 2004)

10/29

Online Class on Blackboard

Spelling and Handwriting – Direct teaching
Invented VS. Traditional Spelling Instruction
Composition - Secondary
Audience Awareness/Writing to Learn
Expository Writing
Oral Language- Competence and Performance
Content- Form– Use of Language
Alternative communication needs
Chapter 12 (Cohen & Spenciner, 2005)
Teaching Learning Strategies
Chapter 10 (Lenz & Deshler, 2004)

11/5 - 11/12

MATH
Math Instruction-Elementary
Assessment - Error analysis & Criterion-Referenced
Basic Concepts and Pre-number Experiences
Computations
Integrated Instruction
Math - Process & Product
Math - Secondary Aspects
Fostering Problem Solving
Functional and Consumer Math
Money, Measurement, Time

Chapter 12 (Cohen & Spenciner, 2005)
Field-Based Reflection # 2 Due 11/5

Notebook or Specific Domain Project Due 11/12

11/19
Content Area Learning
Science & Social Studies
FLIP
Aligning with the General Curriculum
“Watering Up” Instruction
Instructional routines – Unit Organizers,...
Adaptation & supports
Inquiry-based learning
Readability of Text
Organizational Behavior/Learning from Text
Chapter 14 (Cohen & Spenciner, 2005)
Models of Integrated Organizers
Chapter 10 (Lenz & Deshler, 2004)

11/26
Self-Directed Learning/Self-Management
Cognitive Behavioral Instruction
Study Skills/Learning Strategies
SQ3R, SNIPS,...
Graphic Organizers
Getting Organized
Note-taking & Test-taking Strategies
Homework
Chapter 15 (Cohen & Spenciner, 2005)
Field-Based Reflection # 3 Due 11/26

Portfolio Due 11/27

12/3
Fostering Self-Determination
Assessing transition needs
Life skills
Levels of support
Person-centered Planning
Transitional and Career Emphasis
Course Summary
Chapter 16 (Cohen & Spenciner, 2005)

12/10
EXAM #2

**(2) GRADING CRITERIA FOR SPD 568
ORAL PRESENTATIONS Topical Articles
Fall , 2006**

Date TOPIC Article Titles/Authors	PRESENTER(S)	POSSIBLE POINTS	POINTS ACHIEVED
Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors		15	
Quality of Handout (1 - 2 Pages) - Important Points Aspects of Articles		10	
Evidence of Preparation/Organization /Importance to Instruction Emphasized -Practical, Clear, Concise, Organized		15	
Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,...		10	
Critique of Instructional Implications Feasible? Do-able? Thoughtful...Personal, vivid		10	
Presentations Generated Questions, Audience Interest Maintained Summarization of Major Aspects		10	
		<hr/> 70	
COMMENTS:			

SPD 568
(4a) PORTFOLIO/CASE STUDY EVALUATION
Fall, 2006

NAME

CRITERIA:	POSSIBLE POINTS	POINTS AWARDED
Contents Introduced in Table or Narrative -Statement of Purpose	10	
Contents Reflect academic, strategic, literacy, social/emotional domains	10	
Variety of contents	10	
Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included	10	
Evidence of Reflection about Student and Interpretation of Various Pieces Significance of Selections Explained through captions or summaries	10	
Contents Organized into Categories, Sections, Chronologically	10	
Packaging and Aesthetics	10	
	<hr/>	
	70 POINTS	
COMMENTS:		

SPD 568 –Individual Project

(4b) NOTEBOOK/(4c) DOMAIN COMPILATON EVALUATION—Fall, 2006

NAME

CRITERIA	POSSIBLE POINTS	POINTS AWARDED
STATEMENT OF PURPOSE, INTRODUCTORY NARRATIVE	10	
HEADINGS/SUBSECTIONS APPROPRIATELY ARRANGED	15	
LOGISTICAL DEVICES USED - TABLE OF CONTENTS, TABS, COLOR CODING ...	10	
OVERALL SCOPE AND SEQUENCE ACHIEVED	15	
POTENTIAL FOR FUTURE USE	10	
AESTHETICS AND SPECIAL TOUCHES	10	
	<hr/>	
	70	

COMMENTS: