

SPD 367.01
College of Education
STUDENT-CENTERED PLANNING AND LEARNING IN
SPECIAL EDUCATION
Fall, 2007

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.*

CLASS MEETINGS: Tuesday/Thursday 9:30 - 10:50
TEC 111E

COURSE INSTRUCTOR: Philip Swicegood
Teacher Education Center # 143
(409) 294-1114
email: edu_prs@shsu.edu

TEXT/COURSE MATERIALS:

Bos, C. S. and Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*. (Sixth Edition). Boston: Pearson/Allyn and Bacon.

SUPPLEMENTARY MATERIALS

Course handouts - In-Class.

Course information, PowerPoint presentations, handouts posted on BLACKBOARD. Most will be found in COURSE DOCUMENTS.

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. Students with a disability 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.

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

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 completed.

COURSE DESCRIPTION:

Catalog: Emphasis is placed on the selection of assessment strategies , teaching methods, lesson planning, use of technology, and the preparation of instructional materials appropriate for students with special needs.

This course presents a theory into practice approach to interventions and instructional programming for students with special learning and behavioral needs. A pragmatic emphasis on instructional methods, materials, and strategies for use primarily with mild to moderate level students with special needs will be presented. Practitioners should seek connections between information in this course and the instructional planning and implementation processes which are at the heart of the teaching and learning condition.

The process of individualizing instruction through on-going assessment and by matching instructional programs and interventions to the needs of students will be a guiding framework for the course. The theories, principles, methods, assessment procedures, and instructional strategies presented are judged to be appropriate for meeting the needs of students with mental retardation, behavioral disorders, learning disabilities, and other sensory or physical challenges. The competencies which special education professionals must possess are wide-ranging and demanding: academics and literacy instruction, informal assessment, study skills and metacognitive awareness of special students, fostering self-management and self-efficacy, direct social skills training, transitional needs, collaboration and communication with colleagues and parents...Ponder this as we undertake the course together.

COURSE QUESTIONS:

1. What specific practices are associated with effective teaching and learning?
2. How can students with mild disabilities *learn how to learn*?
3. What instructional methods and techniques promote student growth in language, literacy, mathematics, and content areas?
4. How do I - as a teaching professional - design and utilize a range of informal assessments to plan instruction and monitor student progress?
5. What types of modifications, supports, and enhancements can I provide to promote student growth?
6. What is the scope and sequence of the General Curriculum and how does it serve as the standard for individualizing instruction?
7. For older students entering the post-secondary world, what can I do to ultimately affect their quality of life?
8. In what ways can collaborative partnerships be fostered between professionals and with families?
9. What does the phrase “meeting the needs of all students” really mean?
10. What are the **best practices** for teaching reading, writing, and math?

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 - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TexES 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).

COURSE OBJECTIVES:

SPD 367 OBJECTIVES/ LEARNING OUTCOMES	CLASS ACTIVITIES	PERFORMANCE ASSESSMENT	Special Education STANDARDS TX: EC-12 TE _x ES -Knowledge(k) and Skills(s) <i>CEC/NCATE Common Core (CC) & Individualized General Curriculum (IGC)</i>
1) Ability to cite cognitive/metacognitive, behavioral, affective, language, and social traits of students with learning and behavior problems as well as students with cultural and linguistic differences.	Text Chapter 1 In class discussion Analyzing student Profiles/Cases in Small Groups	Class participation In Discussions, Lecture Reflective Small Group Evaluation EXAM 1	4.3k, 4.4k, 4.8k 4.2s: <i>ST. 2: Development and Characteristics of Learners – CC2K2, CC2K4, CC2K5</i> <i>ST .6: Communication – CC6K1, GC6K3</i>
2) Ability to compare and contrast various perspectives on the education of students with mild/moderate disabilities including direct instruction, clinical teaching, cognitive strategy instruction, sociocultural theory, whole language, and constructivism.	Text Chapter 2 In class discussion -Theories, Best Practices. Power Point Presentation	Class participation In Discussions, Lecture EXAM 1	1.2k <i>ST. 1: Foundations: CC1K1</i> <i>ST. 4: Instructional Strategies – GC4S2</i> <i>ST. 7 : Instructional Planning – GC7S2</i>
3) Ability to utilize a variety of informal assessment methods and techniques - including progress checks, error analysis, criterion and curriculum-based, and authentic assessment procedures - used to plan, monitor, and evaluate instructional effectiveness.	Text Chapters 3 – 8 In class discussion Practice with IRI Instructional Demonstration/ Simulation Field Experience Power Point Presentation	Class participation In Discussions, Lecture EXAM 1, 2 Rubric Journal Anecdotal Observations	5.4k, 5.6k, 5.7k, 5.8k 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.8s, 5.9s, 5.10s, 5.12s <i>ST. 4: Instructional Strategies- GC4S12</i> <i>ST. 8: Assessment – CC8K1, CC8S2, CC8S5, CC8S6, CC8S8, CC8S9, GC8S3</i>

<p>4) Ability to specify instructional goals and objectives, design instructional environments, and match interventions to fit individual learners, including Response to Intervention for students with: (a) high incidence disabilities; (b) racial, ethnic, cultural, and linguistic differences; (c) low academic achievement.</p>	<p>Text Chapters 1 - 6 In class discussion</p> <p>Literature Unit</p> <p>Field Experience</p> <p>Lesson Planning Exercises in Small Groups</p>	<p>Class participation In Discussions, Lecture</p> <p>EXAM 2, 3 Rubric</p> <p>Journal Anecdotal Observations</p> <p>Reflective Evaluation</p>	<p>6.5k, 6.9k 6.1s, 6.2s, 6.5s, 6.7s, 6.8s, 6.9s</p> <p><i>ST. 4: Instructional Strategies – CC4S3</i></p> <p><i>ST. 5: Learning Environments – CC5K8, CC5S1, CC5S2, CC5S4, CC5S12, GC5S6</i></p> <p><i>ST. 7 : Instructional Planning – CC7S6, CC7S10, CC7S11</i></p>
<p>5) Ability to utilize specific techniques and methods for facilitating active, strategic learning – including study skills, with students with mild/moderate special needs.</p>	<p>Text Chapters 5, 7 In class discussion</p> <p>Practice designing Strategy Instruction</p> <p>Literature Unit</p> <p>Content Chapter Adaptation</p>	<p>Class participation In Discussions, Lecture</p> <p>EXAM 1, 2</p> <p>Rubric</p> <p>Rubric</p>	<p>7.6s, 10.8s 11.8k, 11.8s</p> <p><i>ST. 4: Instructional Strategies: CC4S2, CC4S5, GC4K2, GC4K7, GC4S3</i></p>
<p>6) Ability to design and implement direct instructional programs, methods, and sequences (acquisition, proficiency, maintenance, generalization, application) in oral language, reading, written language, and mathematics.</p>	<p>Text Chapters 2 - 6 In class discussion</p> <p>Literature Unit Demonstration/ Simulation</p> <p>Field Experience</p> <p>Power Point Presentations</p> <p>In class videos of instructional</p>	<p>Class participation In Discussions, Lecture</p> <p>EXAM 1, 2, 3</p> <p>Rubric Rubric</p> <p>Journal Anecdotal Observations</p>	<p>10.1s, 10.2s, 10.3s, 10.4s, 10.7s 11.1k, 11.2k, 11.3k, 11.4k, 11.5k, 11.6k, 11.7k, 11.1s, 11.2s, 11.3s, 11.4s, 11.5s, 11.6s, 11.7s, 11.10s 12.1k, 12.2k, 12.3k 12.1s, 12.5s, 12.6s, 12.7s</p> <p><i>ST. 4 : Instructional Strategies – CC4S4, GC4K6, GC4S1, GC4S4, GC4S5, GC4S14, GC4S15, GC4S16</i></p>

	strategies		<p><i>ST. 6: Communication - CC6S1, GC6S1, GC6S2, GC6S3</i></p> <p><i>ST. 7: Instructional Planning – GC7S3</i></p>
<p>7) Ability to engage in positive cooperative and collaborative relationships with colleagues, multidisciplinary professionals, students, and parents, leading to effective individualized instructional programs.</p>	<p>Text Chapters 11, 12 In class discussion</p> <p>Field Experience</p> <p>Co-Teaching Activity – Simulation/ Problem Solving</p> <p>Power Point Presentation</p>	<p>Class participation In Discussions, Lecture</p> <p>EXAM 3</p> <p>Journal Anecdotal Observations</p> <p>Small Group Product – Peer Evaluation</p>	<p>3.1k, 3.3k, 3.5k 3.2s, 3.3s, 3.4s, 3.7s, 3.8s</p> <p><i>ST. 7: Instructional Planning – CC7S2</i></p> <p><i>ST. 10: Collaboration CC10K1, CC10K2, CC10S2, CC10S3, CC10S6, CC10S8, CC10S9, GC10K4</i></p>
<p>8) Ability to suggest a range of general-curriculum-based methods, instructional adaptations, supports, and modifications for students with special needs served in inclusive settings or for pre-referral interventions, including Response to Intervention(RTI), grouping arrangements such as cooperative grouping and peer tutoring.</p>	<p>Text Chapter 1,7,11 In class discussion</p> <p>Literature Unit</p> <p>Content Chapter Adaptation (TAKS Alignment)</p> <p>Demonstration/ Simulation</p> <p>Response to Intervention Activity</p>	<p>Class participation In Discussions, Lecture</p> <p>EXAMS 1 - 3</p> <p>Rubric – Evaluate Supports for Diverse Learners</p> <p>Rubric – Evaluates use of General Curriculum, describes CBA</p> <p>Journal Anecdotal Observations</p> <p>Peer Critique</p>	<p>10.2k , 10.3k, 8.1k 8.2s</p> <p><i>ST. 4: Instructional Strategies – CC4S1, CC4S6, GC4S13</i></p> <p><i>ST. 5: Learning Environments and Social Interactions – CC5S3,GC5K3</i></p> <p><i>ST. 7: Instructional Planning – CC7S1, GC7K3</i></p>

	Field Experience		
9) Knows specialized (e.g., cognitive, transitional) and general education curricula for developing skills and knowledge of students with mild/moderate disabilities.	Analyzing TEKS, TAKS Objectives Content Chapter Adaptation	Small Group Participation Rubric – Evaluate use of CBA	10.8k, 10.9k, 10.9s <i>ST. 4: Instructional Strategies – GC4K1, GC4S10</i> <i>ST. 7: Instructional Planning – CC7K2, CC7K3</i>
10) Ability to utilize current research and literature to continuously improve instructional effectiveness and engage in on-going professional growth.	Text reading In class discussion and Examples Demonstration/ Simulation – Research Base Cover CEC & TX Standards for Professional Development, including Dispositions	Class participation In Discussions, Lecture EXAM 1, 2, 3 Rubric – Simulation based on professional sources	2.3k, 2.6s, 10.2s <i>ST. 4: Instructional Strategies – GC4S1</i> <i>ST. 7: Instructional Planning – CC7K1</i> <i>ST. 9: Professional and Ethical Practice – CC9K3, CC9K4, CC9S11, CC9S12, GC9K2</i>
11) Construction of a personal set of beliefs, ethical dispositions, and principles to adhere to, reflect on, and build upon over the course of your teaching career.	Text reading In class discussion Field Experience -Reflections Focus Questions on Knowledge, Skills, and Dispositions	Class participation In Discussions, Lecture Journal Anecdotal Observations Product – Self Evaluation	2.1k, 2.3s, 2.11s <i>ST. 1: Foundations: CC1S1</i> <i>St. 9: Professionalism and Ethical Practice: CC9S1, CC9S5, CC9K1, CC9K2</i>
12) Demonstrates various uses of computer-assisted instruction, selection of instructional software, and related adaptive/assistive	Class demonstrations of software, assistive technology	Proficiency demonstrated in use of selected software, technology	8.1k, 8.3k 8.1s, 8.2s, 8.4s <i>ST. 4: Instructional Strategies – GC4S7</i>

technologies.	Text Examples of Instructional Technology Content Chapter Adaptation	Rubric	<i>ST. 5: Learning Environments and Social Interactions – GC5S2</i> <i>ST.7: Instructional Planning – CC7S9</i>
13) Ability to identify, plan for, and provide meaningful learning experiences for learner-centered goals involving critical life transitions and functional living competencies, and self-determination.	Text Chapter 10 In class discussion Power Point Presentation	Class participation In Discussions, Lecture EXAM 3	6.9k, 6.10k, 7.8k, 7.7s, 9.3k, 9.4k, 9.5k, 9.6k, 10.7k, 10.8k 9.1s, 9.3s, 9.4s <i>ST. 4: Instructional Strategies - CC4S6, GC4S8</i> <i>ST. 5: Learning Environments and Social Interactions – CC5S8, CC5S9</i> <i>ST. 10: Collaboration – GC10S4</i>
14) Ability to identify, plan for, and provide meaningful learning experiences for learner-centered goals involving vocational and career competencies.	Text Chapter 10 In class discussion Small Group Case Study Activity – Older Student	Class participation In Discussions, Lecture Product – Transition Plan – Small Group Evaluation EXAM 3	6.5k, 6.6k, 9.6k, 9.2s, 9.4s, 10.7k, 10.9s <i>ST. 7: Instructional Planning – GC7K2, GC7S6</i>

COURSE REQUIREMENTS:

- (1) **Three Exams.** Mainly objective and short answer. Application of the information will be emphasized. Please understand that the text information is drawn on heavily. Regarding the text, resolve now to read, discuss, ask questions about, and integrate the information with class notes. **(90 Points Each = 270 Total)**. Study guides will be posted on Blackboard.

- (2) **Field Experience in School Setting.** These placements are worked out at the early stage of the course. Participation and attendance is mandatory for completion of the course. Failure to attend or complete the field experience component of the class will result in a **two letter grade** reduction for the class. See the guidelines in the FE handout. **(60 Points)**

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC RM 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out to the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), and a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools.

- (3) **Class Attendance and Participation. (40 Points)** In a class such as this, it is advantageous to you and the class to be actively involved and participating. Determine now to be focused, make comments, ask questions, and help us become a community that is learning together. Help me find ways to move away from the traditional transmission approach to learning and more toward a constructivist perspective in the class. Understand that in the Teacher Preparation Program, DISPOSITIONS are viewed as important qualities in beginning teachers. Appropriate Dispositions are viewed in conjunction with possessing necessary knowledge and skills.

According to University Policy, two absences are excused (3 class hours). These TWO are the ones for medical or travel situations, emergencies, etc. After TWO absences, 15 points will be deducted for each. Five absences lead to a grade reduction... After five, consider withdrawal from the course.

- (4) **In-Class Demonstration/Simulation (40 Points).** It makes logical sense that in a course which deals with applications and methodology, some time should be devoted to actual practice. Overall, the goal here is to not just talk about ways to teach reading writing, math, etc., but to actually give the class a view of how different teaching practices look when carried out well. There are a number of specific topics related to planning and implementing instruction for students with special needs. **As individuals or pairs**, class members will study some of these topics and issues in order to provide the class as a whole with in-depth, current knowledge. Each person or a pair will choose a topic or area to study. At least **two journal articles, outside resources, books, or commercial materials** should be

selected which the group will “work into” the presentation. These should be viewed as the theoretical or content basis which underlies the actual methods or practices being shown.

PLANNING THE SIMULATION

BEFORE doing your simulation, make an appointment with me to go over a skeletal plan for your presentation/simulation. Bring a loose “script” to follow. I can make suggestions and perhaps give you resources to draw from. In some cases, I can also do some demonstration lessons to complement your simulation.

If you are working with a partner(s), make arrangements to meet and plan out the simulation so that on your day, everything will run smoothly. If using the internet or a PowerPoint type introduction, try to do a test drive on the equipment beforehand. Use the before and after segments of your time to set-up the context (grade, type of class, etc.) in which your method or instructional strategy is being used and to debrief about how the simulation went. Recruit class members ahead of time as participants and “extras.” The simulation itself should, as realistically as possible, demonstrate the procedural and qualitative aspect of the method – HOW WOULD IT REALLY LOOK IN A CLASSROOM? In all, plan for 15 or 20 minutes. *Notice that a portion of the points will come from the other member(s) of your group.*

Brief time will be given to plan, organize and carry out the inquiry process. Dates will be established early on. Provide a **one - two page handout** for the class detailing important aspects of the presentation. Include the resources/references you used to plan the project on the handout. Utilize overheads, demonstrations, media or other vehicles to add clarity and generate interest in your topic.

Format: Overview/Introduction (3 – 5 Minutes)
Simulation/Role Play (8 – 10 Minutes)
Debrief, Discussion, Questions (5 minutes)

Don't: Rehash information obtained or presented in other classes
...Xerox gobs of materials obtained from school inservices or Service Centers
...Rework information that you know people in the class already are quite familiar with
...Wait until the last minute.
...Just Google for professional resources

*The list below is by no means exhaustive...if you have other ideas or topics for group study, we will discuss these as you bring them up.
Remember that the emphasis is on practicality - - how to actually set up, implement, use, etc.*

POSSIBLE TOPICS FOR CLASS SIMULATION:

IEP Design and Formats - What do they look like? How constructed?
 Advantages and disadvantages?
 Peer Tutoring and Cooperative Learning
 Ways to Scaffold Instruction
 A phonics or phonological awareness activity
 Guidelines for Writer's Workshop
 A Response to Intervention(RTI) for a Struggling Learner
 Literacy activities for older, emergent readers and writers
 Having a writing conference with a student
 Teaching an aspect of the Writing Process – Editing, etc.
 Using mapping, webbing, and graphic organizers
 Professional Competencies for Special Education Teachers
 Use of Informal Assessment Methods - Portfolios, Literacy Folders,
 "Kidwatching", etc.
 How to Handle a Content Mastery Program
 A directed reading lesson with basal text or literature
 Collaborative Strategic Reading
 Reciprocal Teaching
 Instruction in Math Problem-solving
 Doing a "think aloud" for writing, math, etc.
 Directed Reading and Writing Instruction
 Teaching a reading comprehension strategy – summarizing, etc,
 Instruction in Test-taking skills
 Teaching a concept or idea in science or social studies
 Best Practices in Modifying and Adapting Instruction for Special Students
 Coping Strategies and Stress Reduction for Special Education Teachers
 Teaching specific study skills and learning strategies
 Drilling math facts
 What to Expect from Self- Contained Classes and Special Schools
 Vocational and Career Education Programs
 Designing and teaching a Functional Curriculum
 Collaborative Practices such as Co-Teaching/Consulting Teachers
 Innovative Uses of Technology for Instructional Purposes
 Simulated aspects of Instructional Programs for Students with Special
 Needs which are characterized as "Exemplary" of "Best Practices"
 Presenting and Explaining Curriculum Organization - Scope and
 Sequences in Various Knowledge and Academic Domains

(5) Instructional Planning with Literature - Children's or Young Adult.

Select a title from children's or young adult literature with extended text and **read it**. It will be tempting to simply re-connect with the selections from the Literacy and Library Science courses, but perhaps you will choose to challenge yourself and go for one that you are not familiar with. This will involve taking the book and specifying:

- [A] Content (*what* your students should learn from the book - plot, events, facts, characters, etc.). Use Bloom's Taxonomy.
- [B] Process Objectives (*how* to learn more actively, effectively and strategically). Identify specific thinking skills, learning strategies, study skills, and strategic behaviors which student(s) will practice while learning the content.
- [C] Integrated reading, writing, speaking, listening, thinking activities. Utilize a wide range of instructional methods, materials, media, classroom formats, and evaluation methods. Identify goals and activities which connect the content with other academic and learning domains.
- [D] Create or describe, with sample items, an assessment of learning for the unit.

Two examples will be posted on BLACKBOARD in ASSIGNMENTS. Use the two examples – Sarah, Plain and Tall...The Great Gilly Hopkins, as a template to follow. Pick from any of the instructional domains (academics, literacy, social competence, study skills, etc.) **(40 Points) DUE 10/16/07.**

Prepare a brief book talk which will be presented upon completion of the literature unit. Think of ways to present the plot, author information, your views, aspects of your unit, etc. on 10/16/07. About 3 minutes. **(10 Points)**

- (6) **Construction of instructional modifications for a content area chapter.** Text adaptation is especially important for working with teachers and students in inclusive settings as well as conducting the activities of a content mastery program. Begin early to explore and familiarize yourself with popular textbooks including teacher's editions/guides and supplemental activities which accompany these. Some textbooks are available in the TEC.

Seek also to identify the TEKS (if applicable) which are covered in the chapter content. Modifications could include activities for: Previewing Vocabulary, Study Guide, Rewriting passages or chapters, Advance Organizer, Concept maps, Content Webs, Audio tapes, Prompts for Students to Use in studying, Framed Outlines, Post Organizers, Summaries, etc., etc. Build in a curriculum-based assessment of student learning.

See the format and description – “TEXT Unit Planning” in ASSIGNMENTS on BLACKBOARD. (40 Points) DUE 11/15/07.

NOTE: Scoring rubrics for the Field Experience, Literature Unit, Simulation, and the Content Adaptation are provided. These are included for your consideration during the completion of these projects. Remember to attach each rubric to your project when you turn it in. A rubric for evaluating the Simulations is also provided so that groups can plan effectively for the day when they are “on.”

GRADING: 500 TOTAL POINTS

500-455 Points = A

454-415 Points = B

414-360 Points = C

359-330 Points = D

Below 330 = F

COURSE SCHEDULE:

8/21	Course Overview/Introduction Logistics/Considering the Teaching Week in Methods Looking at Field Experience
8/23	Ideas about Assessment and Instructional Programs LRE and IEP Inclusion FBA's Roles of Special Educators Goals & Objectives Response to Intervention (RtI) Instructional Variables: Learner, Task, Setting, Instruction... Clarifying THE MISSION Chapter 1
8/28– 8/30	Cognitive, Constructivist, and Behavioral Learning Theories/Paradigms and Theory Base Content and Process Focus Direct Instruction Schema and Cognition Cognitive Strategy Instruction Informal Assessment Strategies Being Research-based and Data-based Designing Instructional Plans A Scaffolded Approach Information Processing View Bloom's Taxonomy Chapter 2
9/4 –9/6	Oral Language and Communication Expressive and Receptive Aspects of Language Listening skills and Schema Content-Form-Use Language Cueing Systems Teaching concepts and big ideas

Language Competence VS. Performance
Sociocultural Context of Language
Authentic Purposes for Communication
Metalinguistics
Chapter 3

Individual
presentations/demonstrations/
simulations CAN BEGIN

9/11,9/13,9/18 Word Identification & Recognition
Phonological Awareness/ Reading as Decoding?
Grapho-phonemic Cueing
Alphabetic Principle
Working with Words
Sight Words
 Cambourne's Conditions
Whole Language Concepts
Automaticity
Chapter 4
CASE STUDY Activity
Using an Informal Reading Inventory

9/20 **Exam # 1**

9/25 -9/27 Reading Comprehension
Fluency – Choral/Repeated reading, etc.
Informal Assessment
Easy books
Basal Readers
Remedial Reading Traditions
Strategic Reading Methods
Pre-During-Post Reading
Mapping & Webbing
Reciprocal Teaching, DRTA,...
Collaborative Strategic Reading (CSR)
Literature-based reading
Text Structure
CASE STUDY Activity
Chapter 5

10/2, 10/4,10/9,10/11 Learning to Write

The Writing Process
Creating a Community of Writers
Promoting Authorship/Writing as a Process
Writing for Authentic Purposes/ Journaling
Writing assessment, conferencing with students
Graves Writing Folder
The 6 Trait Model
Thematic Units, Integrated Instruction
Developmental Spelling
Handwriting & Spelling /Written Expression
Mechanics of Written Language
CASE STUDY Activities
Chapter 6

10/16

LITERATURE-BASED UNIT DUE

Quick Book Talks (2 - 3 minutes) - Brief Plot, One cool passage, A good activity for student's with exceptional learning needs.

Begin content learning

10/18,10/23,10/25

More Direct Teaching of concepts, Big Ideas
Study Skills
Vocabulary Instruction
Note-taking, Highlighting, Outlining
Test-Taking Strategies
Content Area Learning
“Watering Up” the curriculum
Building prior knowledge
Strategies in Science and Social Studies
Awareness of the General Education Curriculum & TEKS
Conceptual Instruction/Adapting Expository Text
Considerateness of Content Presentation
Writing to Learn
Advance & Graphic Organizers
Learning Strategy Instruction
Chapter 7

10/30

Exam # 2

11/1,11/6, 11/8, 11/13 Mathematics Acquiring Skills and Concepts

Pre-number Skills
Direct Instructional Strategies
Process & Product Orientation

Strategic Problem-Solving
Authentic Math Content
Informal Assessment Strategies
Curriculum-based Measurement
Error Analysis Procedures
Types of Math Interventions
Integrating Math and Literacy
CASE STUDY Activity
Chapter 8

11/15

SKIP Chapter 9

Life Skills/Career Education/Functional Curriculum
Functional Academics and Literacy
Vocational and Career Guidance
Infusion & Augmentation Approaches
Transitional Programming
Elements of Transition Planning
ITP's
Self-Determination, Responsibility
Importance of life Success in All Domains
Quality of Life Indicators
CASE STUDY Activity
Chapter 10

CONTENT CHAPTER ADAPTATION DUE 11/15

11/20

Innovative Technology
Hardware and Software
Fostering Literacy and Academic Success
Media and CD-ROM
Internet Connections & Concerns
Computer-Assisted Instruction
Assistive Technology

11/22

Thanksgiving

11/27 – 11/29

Adapting and Modifying Instruction
Environmental Design
Schedules, Logistics, Organizational Schemes
Centers
Evaluating and Providing Positive Supports for Learning
Fostering Academic and Social Success in Inclusive settings
Designing Positive Learning Environments
Grouping Arrangements – Peer Tutoring, Cooperative Learning,
Small/Large groups
Chapter 11

12/4 –12/6

Consultation and Collaboration
General Educators and Para-Professionals
Co-Teaching & Teaming
General Curriculum & TEKS
Problem-Solving Approach to Collaborative Planning
Team Decision-Making /Inclusion
Parent and Professional Communication
What regular class teachers seek
Co-Teaching Planning Activity
Chapter 11-12
Summary

12/11

EXAM # 3

(8:00 – 10:00)

**GRADING CRITERIA FOR SPD 367
FIELD EXPERIENCE - Fall, 2007**

STUDENT _____

SCHOOL _____ **SUPERVISING TEACHER** _____

“CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums.”: Standard # 1: Foundations - CC1S1; Standard # 3: Individual Differences - CC3K2; Standard # 4: Instructional Strategies- Gc4K6, GC4K7,GC\$S4, GC4S5, GC4S10, CC7S123, CC7S13,GC4S13; Standard # 9: Professional and Ethical practice - CC9S1, CC9S2.

	1 - 4	5 - 7	8 - 10
Weekly Journal/Log/Reflections turned in documenting experience	Few or No Reflections Turned in: Brief, Ambiguous Descriptions of Class Experience	All Reflections Turned in: Adequate to Fair Descriptions of Classroom Experience	All Reflections Turned in: Strong, Clear Descriptions of Classroom Experience

Appropriate Number of FE Hours compiled during semester	Less than 8 Hours Documented	Less than 18 Hours Documented	18 or Greater Contact Hours Documented
Attendance and Participation in FE followed Initial Placement with close proximity	School Visits Crammed into Last Weeks of Semester; 3 or Fewer Visits	School Visits Began Late in Semester; 4 or Fewer Visits	School Visits Began by Early in Semester; 6 or More visits
Placement/Setting Fits descriptions/Criteria for course (resource, content Mastery, Inclusion, remediation,...)	Placement/Setting Does Not Fit prescribed descriptions/Criteria for course	Placement/Setting Somewhat Fits prescribed descriptions/Criteria for course	Placement/Setting Fits prescribed descriptions/Criteria for course
Evaluations & feedback from Supervising Teacher	Poor, Inadequate Ratings and Feedback from Mentor Teacher	Fair, Acceptable Ratings and Feedback from Mentor Teacher	Strong, Exemplary Ratings and Feedback from Mentor Teacher
DISPOSITIONS & Professional Behavior	Evidence of Non-punctuality, Irregular Attendance, or Unprofessional Behavior	Slight to Brief evidence of Non-punctuality, Irregular Attendance, or NO Unprofessional Behavior	No evidence of Non-punctuality, Irregular Attendance, or Unprofessional Behavior
			Total (60)

COMMENTS:

GRADING CRITERIA FOR SPD 367- Fall, 2007 In-Class SIMULATIONS of Instructional & Assessment Strategies

PRESENTER(s) _____ Topic/Method: _____

“CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculum.” : **STANDARD # 4: INSTRUCTIONAL STRATEGIES-CC4S4, GC4K6, GC4S1, GC4S4, GC4S5, GC4S14, GC4S15, GC4S16**

	1 - 2	3 - 4	5	
Method Modeled/ Demonstrated Preparation; Knowledge of Topic	Essentials of Method Unclearly or Not Modeled/ Demonstrated/ Little Evidence of Preparation; Poor Knowledge of Topic	Essentials of Method Somewhat Modeled/ Demonstrated/ Some Evidence of Preparation; Fair Knowledge of Topic	Essentials of Method Clearly Modeled/ Demonstrated/Strong Evidence of Preparation; Impressive Knowledge of Topic	
Essentials of Method Explained	Essentials of Method Explained Unclearly, Ambiguously	Essentials of Method Explained Somewhat Clearly	Essentials of Method Explained Clearly and Concisely	
Roles Divided	Roles Not Well Divided;	Roles Adequately Divided;	Roles Well Divided; Simulation Well	

Simulation Planned/Organized /Realism, Acting, Melodrama	Simulation Lacks Planning; Unrehearsed; Unrealistic	Simulation Somewhat Planned & Rehearsed; Fairly Realistic	Planned; Well Rehearsed; Realistic	
Quality of Handout (1 - 2 Pages)	Handout Length Not Appropriate; Disorganized Content; Poorly or not connected to Simulation	Handout Length Adequate; Organized Content; Fair connection to Simulation	Handout Length Appropriate; Well Organized Content; Well connected to Simulation	
J. Article/Sources (2) Included Thoughtful... Personal	Journal Articles/ Sources Not Included; Poorly Related to Topic; Not presented on Handout	Journal Articles/ Sources (2) Included Somewhat Related to Topic; Presented on Handout	Journal Articles/ Sources (2) Included Strongly Related to Topic; Presented on Handout Thoughtful...Personal	
Response of Audience, Class to Simulation	Simulation Does Not Solicit Feedback/ Discussion/ Comments/ Questions Audience Not Interested	Simulation Solicits Some Feedback /Discussion/ Comments/ Questions Some Audience Interest	Simulation Solicits Feedback/ Discussion/ Comments/ Questions. Audience Interest Procured	
Points from Group Members			10	
TOTAL			40	

COMMENTS:

Fall, 2007 -SPD 367 LITERATURE ADAPTATION EVALUATION

NAME _____

CONTENT/Title: _____ **Readability Level (If known) :** _____

“CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums.” : **STANDARD # 4: INSTRUCTIONAL STRATEGIES – GC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16; STANDARD # 8 : ASSESSMENT – CC8S8.**

	1 - 3	4 - 5	6 - 8	9-10
VARIETY OF INSTRUCTIONAL PROCEDURES DESCRIBED:	Poorly sequenced...Activities Not clearly described or appropriate	Logically sequenced.. Activities "fit together" appropriately		
CLEAR CONTENT/ COMPREHENSION GOALS	Plot, Characters, Events, -BRIEF - Low/Higher Levels Poorly Represented ...Not Clear and Measurable	Plot, Characters, Events, Low/Higher Levels Minimally Represented ...Not Clear and Measurable	Plot, Characters, Events, Low/Higher Levels Somewhat Represented ...Somewhat	Plot, Character s, Events, Low/Highe r Levels Strongly Represent

			Clear and Measurable	ed ...Clear and Measurable
EVALUATION METHODS SPECIFIED	Means for Evaluating Instructional Needs and Progress Unclear, Lacking in Variety	Variety of Means for Evaluating Instructional Needs and Progress		
WRITING AND SPEAKING GOALS INCLUDED:	Lacks, Fails to Address Objectives and Activities for Literacy Growth - Does not Promote independent reading, authorship, etc.	Minimal Objectives and Activities for Literacy Growth - Slightly Promotes independent reading, authorship, etc.	Some Range of Objectives, Activities for Literacy Growth - Somewhat Promotes independent reading, authorship, ...	Strong Range of Objectives, Activities for Literacy Growth - Promotes independent reading, authorship, ...
SPECIFIC PROCESS GOALS IDENTIFIED:	Metacognitive... Study and Learning Strategies Not well Identified, Poorly Integrated into Unit	Metacognitive... Study and Learning Strategies Identified, Well Integrated into Unit		
CONNECTIONS TO OTHER ACADEMIC AREAS; CONTENT INTEGRATION	Some or no Activities in Science, Math, etc.	Strong Variety of Related Activities in Science, Math, etc.		
			Total 40	

Comments:

SPD 367 – Fall, 2007 - CONTENT CHAPTER PROJECT

NAME _____

Grade level: _____ **TEXT/Topic** _____

“CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums.”

Standard # 4 : Instructional Strategies – GC4S1, GC4S10, GC4S13

Standard # 7: Instructional Planning – CC7K2, CC7S1

	1-2	3- 4	5	Points
Content to be Learned : Vocabulary, Issues, Concepts, Events, Facts...Lower to Higher Order Goals/Objectives,TEKS(?)	Content to be Learned not clearly presented; Goals of chapter unclear; No connection to TEKS	Content to be Learned adequately presented; Goals of chapter included; TEKS listed	Content to be Learned clearly presented; Goals of chapter clear; Strong connection to TEKS	
Evaluation of chapter: User- Friendly,	No or vague evaluation of text	Adequate evaluation of text chapter:	Detailed, descriptive evaluation of text chapter:	

“Considerateness” FLIP	chapter: Friendliness, Language, Interest, Prior Knowledge	Friendliness, Language, Interest, Prior Knowledge (Uses Numbers)	Friendliness, Language, Interest, Prior Knowledge	
Variety of Meaningful Literacy Experiences (Reading, Writing, Speaking, etc.)	Project shows no or little evidence of instruction in reading, written expression, or oral language	Project adequately cites and describes instruction in reading, written expression, or oral language	Project lists and describes a range of exemplary instructional practices in reading, written expression, or oral language	
Learning Processes/ Study skills Included: Questioning, Identify QAR's, etc.	Project shows no or little evidence of instruction in study skills, learning strategies, and self- instruction	Project briefly lists and describes instruction in study skills, learning strategies, and self- instruction	Project lists and describes a range of exemplary instructional practices in study skills, learning strategies, and self- instruction	
Adapted Instructional Methods & Strategies: <i>Pre-Instruction</i>	Instructional Strategies are inadequate for preparing learners and planning for success	Instructional Strategies are adequate for preparing learners and planning for success	Instructional Strategies are wide-ranging and exemplary for preparing learners and planning for success	
Adapted Instructional Methods & Strategies: <i>During Instruction</i>	Instructional Strategies do not reflect effective, evidence-based practices	Instructional Strategies adequately reflect effective, evidence-based practices	Instructional Strategies strongly reflect effective, evidence-based practices	
Adapted Instructional Methods & Strategies: <i>After Instruction</i>	Instructional Strategies are inadequate for achieving closure and summarization of learning goals and outcomes	Instructional Strategies are adequate for achieving closure and summarization of learning goals and outcomes	Instructional Strategies are wide-ranging and exemplary for achieving closure and summarization of learning goals and outcomes	
Alternative, On-Going Evaluation Methods/CBA Included	Project shows no or little evidence of how student learning is assessed	Project adequately cites and describes different approaches to assessment of student learning.	Project lists and describes a range of exemplary assessment practices.	
			40 TOTAL	

COMMENTS: