Winter 2012-13 5-week Combo Course

EDU 464
Teaching Individuals
with Learning Disabilities

2012-13 Theme: “Let us move on to maturity”. Hebrews 6:1


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Appointments: Available on Tuesday/Thursday for office hours 9:00 a.m. – 2:00 p.m. Also available before or after class by appointment.

Location: LRS building, 5:55 p.m. to 9:46 p.m. Tuesday night

Catalog Description: (3 hours). This course addresses basic assessment procedures, selection and utilization of instructional methods, materials and individualized programming for individuals with specific learning disabilities.

Course Description: This course investigates programming options for students K-12 with learning disabilities. Alternative teaching models such as team teaching, collaboration, and teacher consulting will be researched in conjunction with inclusion as well as the traditional options of resource room and self-contained strategies and other service delivery options. Students’ cultural and ethnical diversity will be discussed as various teaching/learning/styles are examined and appropriated to facilitate success in a learning environment. This course will present a thorough foundation in methodology as students review a variety of evidence-based teaching strategies and techniques available to the classroom teacher. Finally, an examination of materials, assessment tools, assistive technology and media will allow teachers to critique and evaluate for quality, appropriateness, durability, and cost.

STUDENT LEARNING OUTCOMES – NCATE/CEC National Standards

<table>
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<tr>
<th>Learner and Learning</th>
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<tbody>
<tr>
<td>1. Learner Development and Individual Learning Differences</td>
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<td>2. Learning Environments</td>
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<tr>
<th>Content Knowledge and Professional Foundations</th>
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<tr>
<td>3. Curricula Content Knowledge</td>
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<tr>
<th>Instructional Pedagogy</th>
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<tr>
<td>4. Assessment</td>
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<td>5. Instructional Planning and Strategies</td>
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STUDENT LEARNING OUTCOMES:
TITLE OF COURSE: EDU 464Teaching Individuals with Learning Disabilities

Learning Outcomes

1. Discuss learning and behavioral characteristics of students with disabilities.
2. Identify curriculum instructional strategies, methods, materials, assistive technology and media for students with learning disabilities including identification, placement and educational interventions across various service delivery options.
3. Develop plans for monitoring, maintaining, and assessing academic progress of students with learning disabilities utilizing formative and summative models.
4. Collaborate with class members to develop a resource file of materials for students and teachers.
5. Develop evidence-based strategies/methods to assess and teach the content areas of reading, mathematics, language arts, and written expression, science, social studies that address the individualized academic and nonacademic needs of K-12 students with learning disabilities.
6. Implement methods to motivate, remediate, and teach students with learning disabilities and diverse backgrounds.
7. Improve ability to prepare, present, respond, process, and critique appropriate teacher questions.
8. Increase knowledge of current theories, research and best practices in written language, reading, mathematics instruction, science, and social studies.
9. Identify and use alternative ways to teach K-12 content material, including curriculum, adaptation, differentiation, and modifications in a multidisciplinary setting (reading, language arts, mathematics, science and social studies).
**PERFORMANCE ASSESSMENTS:**

**Title of Course:** EDU 464 Teaching Individuals with Learning Disabilities

### Performance Assessments

#### Multidisciplinary Instructional Unit (Reading, Language Arts, Mathematics, Science and Social Studies):
Design a 3-day unit of instruction, covering all major subject areas; include enrichment and remediation activities, differentiated instruction, accommodations/modifications, resources, teacher-made materials, goals/ objectives aligned with state frameworks. M-Star and Common Core Standards, handouts, materials, assessment tools, and procedures.

### Lesson Plan Template

**Component One: Pre-Assessment**
Provide data gathered from informal assessment instruments (criterion and teacher made) and the analysis of data. The assessment should align with skills and content needed for mastery by the student.

**Component Two: Multidisciplinary Instructional Unit**
- Demonstrate knowledge of effective research-based teaching strategies
- Demonstrate knowledge of assistive technology and media
- Demonstrate awareness of individual student’s ability – Differentiated Instruction
- Align curricula content to Common Core standards and state framework
- Utilize appropriate resources, materials and media
- Design effective instructional procedures
  - One on one
  - Small group
  - Whole class
- Provide for enrichment and expanded content activities that follow the interests and proclivities of the individual students

**Component Three: Post-Assessment**
- Identify formative assessments to be administered during instruction
- Design summative assessments to be administered after the completion of the unit
- Analyze formative assessment data to guide instruction and adapt interventions
- Analyze summative assessment data to guide remediation, expansion, and inclusion
**Field Experience:** Complete a 12-hour field experience in an inclusion classroom; complete a summary of activities and observation, following the template and rubric provided on D2L. Include:

- Curriculum,
- Behavior strategies,
- Research-based teaching strategies,
- Multidisciplinary lesson plans, procedures, and
- Assessment.

Design a brief lesson for implementation during the field experience; utilize objectives from the MS Common Core Standards (2010). Complete a self-evaluation and submit an evaluation from the supervising teacher, following M-STAR criteria.

**Journal Article Critique:** Select an article from a professional journal covering a topic from the text on specific learning disability. Complete a two-page summary of the article, including teaching implications and personal reflection; see rubric in D2L.

**Final Exam:** Complete a comprehensive examination, covering all aspects of the course, including research, technology, instruction, assessment, and history.

**Course Requirements:**

I. Chapter assignments (online in dropbox), chap 1-8, 20 pts each, total 160 pts.
II. Field Experience (see details below), submit summary in dropbox, 45 pts.
III. Instructional Unit (3-day lesson plans), see dropbox for template and rubric. See Attachment 1 for more details. 30 pts.
IV. One professional journal article review, place summary, teaching implications, & reflection in dropbox, 20 pts.
V. Final Exam (online, found in dropbox), 80 pts.

**Grading Scale:**

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>100 - 93%</td>
<td>A</td>
<td>311 - 335 pt</td>
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<tr>
<td>85 - 92%</td>
<td>B</td>
<td>284 – 310</td>
</tr>
<tr>
<td>77 - 84%</td>
<td>C</td>
<td>257 – 283</td>
</tr>
<tr>
<td>76 - 69%</td>
<td>D</td>
<td>231 - 256</td>
</tr>
<tr>
<td>68% and below</td>
<td>F</td>
<td>230 &amp; below</td>
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</table>
**Field Experience Details:** This course will be enhanced with a Field Experience which is a major component of course requirements for this class. **Twelve (12) contact hours** with a child(ren) with a **learning disability** (preferably inclusion) are required. It may **NOT** be completed with family members, relatives, or students currently in your classroom. The field experience portfolio should include: (45 pts)

1. Summary of:
   a. Curriculum (from MS benchmarks)
   b. Activities
   c. Strategies/methods used
   d. Type of disabilities observed
   e. Describe how behavior/discipline is handled by the teacher
2. Accommodations, modifications, and differentiated instruction observed
3. Personal Reflection
4. Field Experience Form Signed by Supervising/Cooperating Teacher
5. Confidentiality Form signed by student (you)
6. Self-evaluation of Lesson Implementation
7. Completion of Lesson Plan, following Common Core Standards
8. Supervising Teacher Evaluation of Lesson Plan Implementation

**Journal Article Critique Details:**
Select one journal article from professional journals on teaching students with learning disabilities. Articles must be current within the past 5 years and must represent research conducted in USA (no foreign journals). Compose a two-page document, that includes (1) a brief summary of the article, (2) teaching implications, and (3) personal reflection; double-spaced, 12 inch font, APA style. Use a cover page and include the APA styled article citation at the beginning of your summary. Submit to D2L dropbox. (20 pts)

**Attendance Regulations:**
Students are expected to be in attendance in all classes. Two absences will result in a grade no higher than a “B” in the course. Coming 30” late or leaving 30” early is considered an absence. There are no excused or unexcused absences; all absences count!

**Academic Honesty:**
See Academic Integrity: “The Red Book”, page 125-128. **All work must be the exclusive work of individual students, unless work is done in conjunction with a group project.** A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.

**Plagiarism**
The following information is very important and should be read thoroughly as you will be held accountable for the content.
Plagiarism is defined as: “…using another’s work without giving credit. You must put other’s words in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words…using words, ideas, computer code [or any type of internet information] or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.”

The examples listed below were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

MAKE-UP EXAMS, LATE WORK, AND EXTRA CREDIT: Make-up exams will not be given unless CLEARED PREVIOUSLY by the instructor. In such cases, the student must take the exam per arrangements with the instructor. Failure to contact the instructor immediately could result in a “0” for the test.

Assignments are due on the assigned date. It is the student’s responsibility to submit assignments on time. If an emergency arises, it is the student’s responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. Points will automatically be deducted from assignments turned in after due date! No assignment will be accepted after one week past the due date.

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. ALL assignments are to be typed and submitted with a cover page unless other directions are given by the instructor.

Quizzes and Exams
Examinations are given during the last week of each trimester. No final examination may be held at any other time than that designated by the administration.
All quizzes must be taken by the due date. No make ups will be given for any quiz.
There is no make-up work or credit given for non-participation in interactive D2L assignments or in-class activities.

Student Accommodations
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact William Carey University’s Office of Student Support.
CATASTROPHIC EVENT PLAN

In the case of a catastrophic event, the following procedures will be maintained:
In the case of a closed campus with internet access, all courses will shift to
D2L or email delivery of assignments.
Follow all assignments in the syllabus and send them via D2L or email to your
Professor (or by fax if internet not available due to the catastrophe).
In case of a closed campus with no internet access, follow all syllabus’ directions for
the completion of all course assignments. Completed assignments should be packaged in
due date order for delivery to the campus once the campus has reopened. These
assignments can also be sent by mail or email when possible.

HELPFUL WEBSITES

http://idea.ed.gov/ Individuals with Disabilities Education Act 2004

http://nichcy.org/disability National Dissemination Center for Children with Disabilities

http://www.asperger.com

http://www.aspergersyndrome.org/

http://www.chadd.org/ Nationally recognized authority on ADHD

http://www.discoveryeducation.com/teachers/ Free classroom resources

http://www.scribd.com/doc/24470331/ Apps for special education using i-pad, i-pod, i-phone

www.corestandards.org/ National Common Core Standards 2010

www.ed.gov/nclb/ No Child Left Behind 2001

www.ldonline.org Learning Disabilities Online

www.mde.k12.ms.us/specialeducation Mississippi Department of Education
SUGGESTED PROFESSIONAL JOURNALS:

Exceptional Children
Intervention in School and Clinic
Journal of Learning Disabilities
Learning Disabilities: Research and Practice
Learning Disability Quarterly
Professional Issues in Learning Disabilities
Remedial and Special Education
Teaching Exceptional Children
<table>
<thead>
<tr>
<th>Components</th>
<th>Grading Criteria</th>
<th>Points (4max.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frameworks &amp; Common Core Standards (2010)</td>
<td>4-Frameworks and Standards are used &amp; target specific topics assigned &amp; are written according to Mississippi Dept. of Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3-Frameworks and Standards are used &amp; mostly relate to topic</td>
<td>3</td>
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<tr>
<td></td>
<td>2-Frameworks and Standards are used but do not relate to topic</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1-Frameworks and Standards are not written as Dept. of Ed. Outlines/or are missing</td>
<td>1</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>4-Objectives are listed &amp; written in DOK terms, clearly relate to benchmarks. 3 subjects are integrated.</td>
<td>4</td>
</tr>
<tr>
<td>Depth of Knowledge</td>
<td>3-Objectives are listed &amp; are mostly written in DOK terms, relate to benchmarks. 2 subjects are integrated.</td>
<td>3</td>
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<tr>
<td></td>
<td>2-Objectives are sketchy, some in DOK terms, may relate to benchmarks 1 subject is integrated with language arts.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1-Objectives are not written in DOK terms and/or do not relate to frameworks</td>
<td>1</td>
</tr>
<tr>
<td>Procedure</td>
<td>4-Clearly listed &amp; clearly relate to objectives. Clear evidence of introduction, development &amp; conclusion; easy to follow. Both teacher centered &amp; student centered. Technology clearly evident daily.</td>
<td>4</td>
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<tr>
<td></td>
<td>3-Somewhat clear &amp; with a few exceptions relate to objectives. Somewhat easy to follow. (Needs more teaching) Some technology evident.</td>
<td>3</td>
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<tr>
<td></td>
<td>2-Not easy to follow, few relate to objectives, activities do provide learning opportunities but are too sketchy (not enough teaching to cover the objectives) Limited technology evident.</td>
<td>2</td>
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<td></td>
<td>1-Activities listed but they are hard to follow &amp; do not relate well to objectives. No technology.</td>
<td>1</td>
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<td>Materials</td>
<td>2- Materials List present</td>
<td>2</td>
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<tr>
<td></td>
<td>0-Materials List incomplete or missing</td>
<td>0</td>
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<tr>
<td>Assessment (A documented evaluation is required)</td>
<td>4-Assessment procedures are listed and are appropriate to the objectives. Documentation is used &amp; referred to in the plan.</td>
<td>4</td>
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<tr>
<td></td>
<td>3-Assessment procedures are listed, &amp; are somewhat appropriate to the objectives. Uses observation only.</td>
<td>3</td>
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<tr>
<td></td>
<td>2-Assessment procedures are listed but do not match objectives.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1-No assessment procedures are listed.</td>
<td>1</td>
</tr>
<tr>
<td>Differentiated Instruction:</td>
<td>4-Differentiated instruction activities listed which clearly relates to at least one objective. Specific activity is listed for all levels of the class.</td>
<td>4</td>
</tr>
<tr>
<td>Enrichment</td>
<td>3-Differentiated instruction activity is only one activity and is planned for all students.</td>
<td>3</td>
</tr>
<tr>
<td>Accommodations</td>
<td>2-Differentiated instruction activities are listed, but is a response activity not appropriate for reinforcement.</td>
<td>2</td>
</tr>
<tr>
<td>Multiple Intelligences</td>
<td>1-No activity is listed.</td>
<td>1</td>
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<tr>
<td>Remediation/Reteach</td>
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