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
Dr. Philip Swicegood  
TEC 143  
Office Phone: 294-1114  
Email: edu_prs@shsu.edu

Tuesday Nights  
6:00 - 9:00  
TEC 111E

TEXTS:


MATERIALS/RESOURCES:
Course Handouts
Discussion Board Postings on BLACKBOARD
Journal Readings for Individual Oral Reports
Web sites – www.TeachingLD.org , etc.
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/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).
<table>
<thead>
<tr>
<th>SPD 568</th>
<th>Objectives/ Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>TX: Special Education EC – 12 TExES/ExCET CEC/NCATE: Individualized General Curriculum</td>
</tr>
<tr>
<td>(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.</td>
<td>In-class Discussions Relating Class Handouts to Text Texts: Chapters 1, 6 (C&amp;S); Chapters 1,3,4 (L&amp;D) Student Presentations of Topical Content</td>
<td>Anecdotal Evaluation of Participation EXAM 1 Performance Rubric</td>
<td>1.2K, 1.2S, 11.1K, 11.4K</td>
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<tr>
<td>(2) Ability to plan and conduct instructional sequences utilizing appropriate degrees of task analysis, structure, teacher direction, learning supports, content enhancements, and instructional scaffolding.</td>
<td>In-class Discussions Relating Class Handouts to Text Texts: Chapters 5, 7 (C&amp;S); Chapters 3-6 (L&amp;D) PowerPoint Presentations Student Presentations of Topical Content</td>
<td>Anecdotal Evaluation of Participation EXAM 1 Performance Rubric</td>
<td>6.3K, 6.9K, 6.2S, 6.3S, 6.4S, 6.5S, 6.6S, 6.19S, 10.1K, 10.2K, 10.1S</td>
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<tr>
<td>(3) Ability to describe,</td>
<td>In-class</td>
<td>Anecdotal Evaluation</td>
<td>10.2S, 11.2K – 11.7K,</td>
<td></td>
</tr>
<tr>
<td>(4) Ability to design learning environments and classroom communities which maximize opportunities for student success and progress and which encourage student self-selection and active participation in learning goals.</td>
<td>Discussions Relating Class Handouts to Text</td>
<td>Anecdotal Evaluation of Participation of Participation</td>
<td>6.7S – 6.10S</td>
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<tr>
<td>Texts: Chapters 5, 7 (C&amp;S); Chapter 5 (L&amp;D)</td>
<td>EXAM 2</td>
<td>ST. 4: Instructional Strategies – GC4K5</td>
<td></td>
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</tr>
<tr>
<td>Presentations of Topical Content</td>
<td>Performance Rubric</td>
<td>ST 5: Learning Environments and Social Interactions – CC5S4, CC5S8, CC5S9</td>
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</table>

<table>
<thead>
<tr>
<th>(5) Ability to describe and engage in collaborative roles and responsibilities with various educational professionals, emphasizing partnerships with general educators.</th>
<th>Discussions Relating Class Handouts to Text</th>
<th>Anecdotal Evaluation of Participation of Participation</th>
<th>3.1K, 3.3K, 3.5K, 3.1S, 3.8S, 3.9S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts: Chapter 10 (C&amp;S); Chapter 12 (L&amp;D)</td>
<td>EXAM 2</td>
<td>ST. 7 : Instructional Planning – CC7S2</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>Performance Rubric</td>
<td>ST. 10: Collaboration – CC10K1, CC10K2, CC10S6, CC10S9, GC10K4</td>
<td></td>
</tr>
</tbody>
</table>

- **ST. 4: Instructional Strategies** – CC4S3, GC4K6, GC4S1, GC4S4, GC4S14, GC4S15
- **ST. 6: Communication** – CC6K1, CC6S1 – CC6S4
- **ST. 7: Instructional Planning** – GC7K4

Define, and implement research-based and learner-centered instructional strategies in the areas of reading, oral language, written language, and math.
| (6) Ability to cite important characteristics of academically diverse learners - social, academic, cognitive, behavioral, language, and motivational-of students with mild/moderate disabilities, including LD. | In-class Discussions Relating Class Handouts to Text | Anecdotal Evaluation of Participation | 4.1K, 4.3K, 4.4K, 4.8K, 4.9K, 4.2S, 4.3S
| Texts: Chapter 2, 3, 8 (C&S); Chapter 1 – 2 (L&D) | EXAM 1, 2 | Quality of Postings |
| Case Study Project | Performance Rubric | |
| Discussion Board Forums | | |

| (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 | Anecdotal Evaluation of Participation | 6.8S, 6.9S, 7.6S, 10.8S, 11.8K, 11.8S
| Texts: Chapters 14, 15 (C&S): Chapter10 (L&D) | EXAM 2 | Performance Rubric |
| PowerPoint Presentations | | |
| Presentations of Topical Content Instructional Simulations | | |

ST. 2: Development and Characteristics of Learners – CC2K2, CC2K5, GC2K4

ST. 3 – Individual Learning Differences – CC3K1, CC3K2

ST. 6: Communication – GC6K3

ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4K2, GC4S3, GC4S11

ST. 6: Learning Environments and Social Interactions – CC5S8, CC5S9
<table>
<thead>
<tr>
<th>(8) Ability to utilize a variety of ongoing informal assessment strategies to plan, conduct, and evaluate instruction for diverse learners and students with mild/moderate disabilities, including portfolio assessment, curriculum-based measures, literacy folders, and error analysis.</th>
<th>In-class Discussions Relating Class Handouts to Text</th>
<th>Anecdotal Evaluation of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text: Chapters 4, 11, 12, 13, 14 (C&amp;S); Chapters 7 – 8 (L&amp;D)</td>
<td>EXAM 2</td>
<td>5.2K, 5.8K, 5.9K, 5.2S, 5.3S, 5.5S, 5.6S, 5.8S, 5.9S, 5.10S, 5.12S</td>
</tr>
<tr>
<td>Presentations of Topical Content</td>
<td>Performance Rubric</td>
<td><strong>ST. 4: Instructional Strategies - GC4S12</strong></td>
</tr>
<tr>
<td>Case Study Project</td>
<td>Performance Rubric</td>
<td><strong>ST. 8: Assessment – CC8K1, CC8K2, CC8S1, CC8S2, CC8S4, CC8S5, CC8S8, GC8S3</strong></td>
</tr>
</tbody>
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<tr>
<th>(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 diverse learners and students with mild/moderate disabilities.</th>
<th>In-class Discussions - Class Handouts</th>
<th>Anecdotal Evaluation of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts: Chapters 5, 7, 16 (C&amp;S); Chapters 4 – 8 (L&amp;D)</td>
<td>EXAMS 1, 2</td>
<td>6.6K, 6.8K, 6.9S, 9.2K, 9.4K, 9.5K , 9.7K, 9.1S, 9.4S, 10.7K, 10.8K, 10.7S</td>
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<tr>
<td>Presentations of Topical Content</td>
<td>Performance Rubric</td>
<td><strong>ST, 1: Foundations - GC1K5, GC1K8</strong></td>
</tr>
<tr>
<td>Instructional Simulations</td>
<td>In-class Feedback</td>
<td><strong>ST. 4: Instructional Strategies – CC4S1, CC4S6, GC4S6, GC4S8</strong></td>
</tr>
</tbody>
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<tr>
<th>(10) Ability to relate instructional goals to the general curriculum – TEKS - and</th>
<th>In-class Discussions - Class Handouts</th>
<th>Anecdotal Evaluation of Participation</th>
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<tbody>
<tr>
<td></td>
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<td>9.7K, 10.2K, 10.4K</td>
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</table>
designate instructional adaptations and behavioral supports required for successful functioning in academic, social, and life-centered domains in inclusive and special learning environments.

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Texts: Chapter 14 (C&amp;S); Chapters 3, 4, 7, 8 (L&amp;D)</th>
<th>Presentations of Topical Content</th>
<th>EXAM 2</th>
<th>ST. 3: Individual Learning Differences – GC3S1</th>
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<tbody>
<tr>
<td></td>
<td>Instructional Simulations</td>
<td>Instructional Simulations</td>
<td>Performance Rubric</td>
<td>ST. 5: Learning Environments and Social Interactions – CC5K1, CC5S1, CC5S3</td>
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<tr>
<td></td>
<td>Discussion Board Forums</td>
<td>Discussion Board Forums</td>
<td>In-class Feedback</td>
<td>ST. 7: Instructional Planning – CC7S1, CC7S7</td>
</tr>
<tr>
<td>(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 diverse learners and students with mild/moderate disabilities.</td>
<td>In-class Discussions -Class Handouts</td>
<td>Anecdotal Evaluation of Participation</td>
<td>EXAM 1, 2</td>
<td>3.1K, 3.3K, 3.1S, 3.4S</td>
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<tr>
<td></td>
<td>Texts: Chapter 7 (C&amp;S); Chapter 5 (L&amp;D)</td>
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<td>ST. 4: Instructional Strategies – GC4K5</td>
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<td>ST. 5: Learning Environments and Social Interactions – CC5WS4, CC5S7, CC5S9, GC5K3</td>
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<td>ST. 7: Instructional Planning – CC7S3</td>
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<td>ST. 10: Collaboration – CC10S4, CC10S5, CC10S7</td>
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<tr>
<td>(12) Ability to utilize appropriate instructional and assistive technologies, including computer-assisted instruction hypermedia, and on-line applications.</td>
<td>In-class Discussions -Class Handouts</td>
<td>Anecdotal Evaluation of Participation</td>
<td>EXAM 1</td>
<td>8.1K, 8.5K, 8.6K, 8.1S, 8.3S, 8.5S, 8.7S</td>
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<tr>
<td></td>
<td>Text: Chapters 7, 14 (C&amp;S); Presentations of Topical Content</td>
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<td>Performance Rubric</td>
<td>ST. 4: Instructional Strategies – GC4S7</td>
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<td>ST. 5: Learning Environments and Social Interactions – GC5S2</td>
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<tr>
<td>Demonstration and Applications of media and Online Resources</td>
<td>Anecdotal Evaluation of Participation</td>
<td><strong>ST. 7: Instructional Planning – CC7S4, CC7S9</strong></td>
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<td><strong>(13)</strong> Ability to select appropriate curricula – including the <strong>Texas Essential Knowledge and Skills (TEKS)</strong> - and curriculum materials for diverse learners and students with mild/moderate disabilities, in academic, literacy, social, life-centered and career domains.</td>
<td>In-class Discussions - Class Handouts</td>
<td><strong>10.9K, 10.9S</strong></td>
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<tr>
<td>EXAM 1, 2</td>
<td></td>
<td><strong>ST. 7: Instructional Planning – CC7K1 – CC7K3</strong></td>
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<td><strong>(14)</strong> Understands and adheres to professional dispositions and commitments of ethical practices, advocacy for students with disabilities, and continuing professional development.</td>
<td>In-class Discussions</td>
<td><strong>2.1K, 2.2K, 2.3K, 2.1S, 2.2S, 2.3S, 2.4S, 2.11S</strong></td>
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<tr>
<td>Texts: Chapter 1 (C&amp;S); Chapters 1, 11 (L&amp;D)</td>
<td>Anecdotal Evaluation of Participation</td>
<td><strong>ST. 1: Foundations – CC1K1, CC1S1</strong></td>
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<td>Presentations of Topical Content</td>
<td>EXAM 1, 2</td>
<td><strong>ST. 9: Professional and Ethical Practice – CC9K1, CC9K3, CC9K4, CC9S1, CC9S2, CC9S3, CC9S7, CC9S9 – CC9S12</strong></td>
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**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:**

**TK 20**

The College uses the CampusTools HigherEd Assessment and Management System to conduct systematic teaching and assessments for all students in the college (Education). Every student is required to purchase an account for use of this system from Tk20. Each student account costs only $100, plus tax and includes access to the system for seven years. This is a ONE-TIME charge.

To purchase your account, click on the link "Click here to purchase your student account" on the login page of the CampusTools HigherEd System, found at https://tk20.shsu.edu/campustoolshighered/
(1) Mid-term exam (130 Points)
Exam # 2 (130 Points)
Exams are a mix of short answer and objective type items.

(2) Small Group Oral report on topic from reading lists or other sources. For our size class, two’s or three’s are probably workable but we can have some individual reports also. 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, 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). 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)
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. (If you don’t have access to real students, we can look at alternatives or hypothetical people.) Accumulate a folder of information -- this might include work samples, homework, informal conference logs, tests, notes or outlines constructed by the student, anecdotes about classroom behavior, interviews with teachers or parents, running records of work completed -- or any of a number of sources.

The outcome of this activity is to demonstrate knowledge of evidence-based practices in assessing a student’s educational needs and providing instruction and educational services designed to meet these needs. Course handouts and readings will seek to clarify some of the permutations which might be possible. Consider strongly the inclusion of an Informal Reading Inventory (such as the Flynt – Cooter). 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.

Some samples of case studies from previous classes will be presented. Also, 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. **Post your 2 -3 page summary on TK20 if you are part of the Diagnosticians or Master’s Program in special Education.** Due on 11/20/07.

(5) **Responses to Weekly Discussion Board Topics/Exercises.**
The Discussion Board Feature of Blackboard allows us to explore some of the course topics and principles in greater depth. A topical FORUM - a question, a situation, a student profile, a dilemma for educators, a query, etc. – will be posted for you to respond to. I have some ideas for this but welcome your input and suggestions regarding the mission of meeting the educational needs of diverse learners. These will not be synchronous discussions such that you can log on when you see fit. Still, participation will be expected from each class member. As the threads are responded to, you may want to react to different individuals and go back a second or third time. My hope is that this medium will allow us to learn as a classroom community. Since we are a mix of special education and school psychology folks, it should be interesting to get a cross-disciplinary spin as we progress. (60 Points).

**GRADE SCALE**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450 - 500</td>
<td>A</td>
</tr>
<tr>
<td>410 - 449</td>
<td>B</td>
</tr>
<tr>
<td>360 - 409</td>
<td>C</td>
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<tr>
<td>Below 360</td>
<td>F</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>8/21</td>
<td>Course Overview&lt;br&gt;Soliciting Topics for Oral Reports&lt;br&gt;Course Orientation and Philosophy&lt;br&gt;Basics of Educational Programs&lt;br&gt;IDEA&lt;br&gt;LRE, Service Delivery&lt;br&gt;IEP&lt;br&gt;C &amp; S Text: Chapter 1</td>
</tr>
<tr>
<td>9/4</td>
<td>Differentiating Instruction&lt;br&gt;General Education Practices, Trends&lt;br&gt;No Child left Behind&lt;br&gt;THE ACCOUNTABILITY MOVEMENT&lt;br&gt;IDEA&lt;br&gt;Standards-based Reform&lt;br&gt;L &amp; D Text: Chapter 2</td>
</tr>
<tr>
<td>9/11</td>
<td>&lt;strong&gt;Online Lecture on Blackboard&lt;/strong&gt;&lt;br&gt;Linking Assessment and Instruction&lt;br&gt;Considering the Curriculum&lt;br&gt;Outcomes of Instruction&lt;br&gt;Orientation, Attributions, Attitudes&lt;br&gt;Formal and Informal Assessment</td>
</tr>
</tbody>
</table>
High Stakes Testing
Reliability & Validity
CBA’s
Portfolio & Performance-based Assessment
Running Records, Work Sample
Error analysis
C & S Text: Chapter 4
L & D Text: Chapter 3

9/18
Lesson Planning, Instructional Goal-Setting
Designing positive learning environments
The Learning Process/Stages of Learning
Course Organizers
Content Mapping
L & D Text: Chapter 4

Accommodations & Supports
Release of Responsibility Model
Overview Instructional Software
Computer-Assisted Instruction
C & S Text: Chapter 5

Historical Instructional Approaches
Direct Instruction
Behaviorism, Constructivism, Holism
Whole Language – Questions & Limitations
Making Learning Meaningful & Authentic
Effective Schools
C & S Text: Chapter 6

9/25
Explicit Instructional Strategies
Instructional Scaffolding
Reciprocal Learning
Student Mediated Learning
Cooperative Learning Groups
Peer Tutoring
C & S Text: Chapter 7
Assessing student involvement
Instruction in social skills, self-regulation
Positive Behavior Supports
C & S 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
C & S Text: Chapter 9

A Community of Learners
Learning Strategies
Designing for Student Success
Building Trust
Identifying Students’ Interests and Preferences
L & D Text: Chapters 5 - 6

Professional & Parental Collaboration
Problem-solving approach
Inclusion and Integration
Co-Teaching
Modifying Instruction
Interdisciplinary Team Functioning
Communicating with Parents
C & S Text: Chapter 10
L & D Text: Chapter 12

10/2 - 10/9

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
C & S Text: CHAPTER 11

10/16

EXAM 1

10/23

Online Lecture on Blackboard
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
C & S Text: Chapter 12

Unit Planning
Content and process focus
Making Expectations Explicit
L & D Text: Chapter 7

10/30

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
C & S Text: Chapter 12

Teaching for Meaning
Lesson Planning and Delivery
Active learning, Student Engagement
L & D Text: Chapter 8

11/6 - 11/13

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
C & S Text: Chapter 13

11/20
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
C & S Text: Chapter 14

Instructional Decisions
Teaching Concepts
Universal Design for learning
Modeling, Questioning, Feedback,…
L & D Text: Chapter 9
Case Study Due 11/20/07

11/27
Self-Directed Learning/Self-Management
Cognitive Behavioral Instruction
Study Skills/Learning Strategies
SQ3R, SNIPS,…
Graphic Organizers
Getting Organized
Note-taking & Test-taking Strategies
Homework
C & S Text: Chapter 15
L & D Text: Chapter 10
Fostering Self-Determination
Assessing transition needs
Life skills
Levels of support
Person-centered Planning
Transitional and Career Emphasis
Course Summary
C & S Text: Chapter 16
L & D Text; Chapters 11-12

12/11  EXAM #2

GRADING CRITERIA FOR SPD 568
ORAL PRESENTATIONS Topical Articles
## SPD 568 - PORTFOLIO/CASE STUDY EVALUATION

### Fall, 2007 (70 Points)

**Date**

**PRESENTER(S)**

**TOPIC**

**Article Titles/Authors**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 - 3</th>
<th>4 - 7</th>
<th>8 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information/Method or Strategies Knowledge of Topic/Views of Authors</td>
<td>Information/Method or Strategies Knowledge of Topic/Views of Authors</td>
<td>Knowledge of Topic/Views of Authors</td>
</tr>
<tr>
<td><strong>Quality of Handout</strong></td>
<td>&gt;1 Page – Points, Aspects of Articles Unclear, Ambiguous</td>
<td>1 Page – Some Important Points, Aspects of Articles</td>
<td>1 - 2 Pages-Important Points, Aspects of Articles</td>
</tr>
<tr>
<td><strong>Importance to Instruction</strong></td>
<td>Importance to Instruction not Emphasized-Lacking: Practical, Clear,</td>
<td>Importance to Instruction Adequately Emphasized-Somewhat Practical,</td>
<td>Importance to Instruction Emphasized-Practical, Clear, Concise,</td>
</tr>
<tr>
<td></td>
<td>Concise, Organized</td>
<td>Clear, Concise, Organized</td>
<td>Organized</td>
</tr>
<tr>
<td>**Evidence of Preparation/</td>
<td>Unprepared and Disorganized</td>
<td>Adequately Prepared and organized</td>
<td>Well Prepared and Strongly organized</td>
</tr>
<tr>
<td>Organization**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Dynamics</strong></td>
<td>Doesn’t: Adapt to Listeners/Stick to Topics/Assists audience through</td>
<td>Somewhat: Adapts to Listeners/Sticks to Topics/Assists audience</td>
<td>Strongly: Adapts to Listeners/Sticks to Topics/Assists audience</td>
</tr>
<tr>
<td></td>
<td>organizational aids such as announcing topic, previewing, demonstrating,...</td>
<td>through organizational aids such as announcing topic, previewing,</td>
<td>through organizational aids such as announcing topic, previewing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrating,...</td>
<td>demonstrating,...</td>
</tr>
<tr>
<td><strong>Individual Critique</strong></td>
<td>Little Critique of Instructional Implications Feasible? Do-oable?</td>
<td>Adequate Critique of Instructional Implications Feasible? Do-oable?</td>
<td>Strong Critique of Instructional Implications Feasible? Do-oable?</td>
</tr>
<tr>
<td></td>
<td>...Impersonal</td>
<td>...Impersonal</td>
<td>Thoughtful...Personal, vivid</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Low Audience Interest, Inadequate Summarization of Major Aspects</td>
<td>Audience Interest Maintained, Adequate Summarization of Major Aspects</td>
<td>Presentations Generated Questions, High Audience Interest Strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summarization of Major Aspects</td>
</tr>
</tbody>
</table>

**COMMENTS:**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1-3</th>
<th>4-7</th>
<th>8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Purpose</strong></td>
<td>Contents Not Introduced in Table or Narrative - Statement of Purpose</td>
<td>Contents Briefly Introduced in Table or Narrative - Statement of Purpose</td>
<td>Contents Introduced in Table or Narrative - Statement of Purpose</td>
</tr>
<tr>
<td><strong>Variety of Domains</strong></td>
<td>Contents Reflect 1-2 Domains of Functioning: academic, strategic, literacy, social/emotional domains</td>
<td>Contents Reflect 2-3 Domains of Functioning: academic, strategic, literacy, social/emotional domains</td>
<td>Contents Reflect 4 Domains of Functioning: academic, strategic, literacy, social/emotional domains</td>
</tr>
<tr>
<td><strong>Variety of Contents</strong></td>
<td>Little Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included</td>
<td>Some Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included</td>
<td>Strong Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Little to No Evidence of Reflection about Student and Interpretation of Various Piece Significance of Selections Explained through captions or summaries</td>
<td>Some Evidence of Reflection about Student and Interpretation of Various Pieces; Significance of Selections Explained through captions or summaries</td>
<td>Strong Evidence of Reflection about Student and Interpretation of Various Pieces; Significance of Selections Explained through captions or summaries</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Contents NOT Organized into Categories, Sections, Chronologically</td>
<td>Contents SOMEWHAT Organized into Categories, Sections, Chronologically</td>
<td>Contents WELL Organized into Categories, Sections, Chronologically</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summary Contains little or no important findings and Implications for Instruction (&gt;1 page)</td>
<td>Summary Contains some important findings and Implications for Instruction (&gt;2 pages)</td>
<td>Summary Captures Important Findings and Implications for Instruction (2-3 pages)</td>
</tr>
<tr>
<td><strong>Packaging and Aesthetics</strong></td>
<td>Sloppy, Disjointed, Unappealing</td>
<td>No Frills; All Business</td>
<td>Clean Look, Visually Appealing; Special Touches</td>
</tr>
</tbody>
</table>

**COMMENTS:**