

Course Code & No.-Section:	SPED 520 R1
Course Title (Credits):	Advanced Teaching and Learning Strategies in Special Education (3)
Term and Year:	Spring 2015
Course Reference Number (CRN):	10499
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Class Meeting Time:	Tuesday, 4-6:50
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The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

The Libguides pages have a research guide specifically for education students:

<http://libguides.sierranevada.edu/edu>.

To access SNC's licensed database content from off campus, use the following information:

- **Students:** Use your first initial and your last name as the username and your 9 digit student ID number as the password.
- **Faculty/Staff:** Use your SNC email username as the username and your Banner/SNCSIS ID number as the password.

If you have questions or problems, please contact the library at library@sierranevada.edu.

Betts Markle, Library Director emarkle@sierranevada.edu 775-881-7511

Laptop Computer Requirements

Graduate courses require the use of a laptop computer. Details are specified in course syllabi. It is the students' responsibility to provide their own laptop computer.

Computer Skill Competency Requirements - must be proficient in technology skills including but not limited to:

- Basic computer skills, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files
- Ability to use a word processor application to create, save, print, and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in a Microsoft Word compatible format (.doc).
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments.

- When online, ability to navigate between web sites, use search engines, install needed plug-ins such as Flash or QuickTime players, and disable popup blockers or white-list sites as needed for online courses.

While basic skills needed, students have opportunities to develop additional skills, including media development and the use of conferencing and collaboration tools.

It is recommended that students have a relatively new or updated computer - either a PC running Windows 7 or Vista, or a Mac running OSX 10.4 or higher. In addition, it is recommended that students have high-speed Internet access, a printer, speakers, and a headset microphone.

Program Outcomes

TCLO	InTASC	Common Core	Professional Organization	SNC Teacher Education Program Goals
A1	Standard 1: Learner Development The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Common Core Nevada State Standards	Council for Exceptional Children	2 Know how children and/or adolescents develop and learn
A2	Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			
A3	Standard 2: Learning Differences			
A4	Standard 1: Learner Development			
A5	Standard 1: Learner Development			
A6	Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community,) and adapts practice to meet the needs of each learner.			

Assessment of Teacher Candidate Learning Outcomes

Assignment	TCLO #
Special Education Research Paper	A1
Inclusive Teaching Unit and Presentation	A2
Reflective Synthesis	A3
Strategy Lesson	A4
Instructional Game or Teacher Developed Strategy	A5
Professional Disposition (Participation)	A6

Student Outcomes

Upon completion of this course, the student will be able to:

1. Have a better understanding of high and low incidence disabilities.
2. Understand strategies and interventions that will support students with high and low incidence disabilities.
3. Develop a differentiated unit plan including specific strategies to implement in a classroom with a variety of skill levels.
4. Research relevant themes regarding instructional styles, and specific strategies for students with special needs.

Methods of Assessing Student Outcomes

Student Outcomes will be assessed using the following:

1. Assignments of increasing levels of challenge including teaching opportunities to model what is being learned
2. Writing assignment(s) including reading reflections and personal research
3. Developing curriculum materials focused on developmental considerations for future use.
4. Constructing a differentiated unit plan that can be utilized to instruct future students.
5. Participation in class activities and discussions; annotate strategies from class experiences
6. Research paper on a topic related to instructional styles and how to incorporate with students who have special needs.

Teacher Candidate Learning Outcomes
<p>Special Education Research Paper (A1) Teacher candidates will write and present a graduate level APA style research paper. Locate and read one journal article published in a professional journal (2000-present) about a validated instructional model for students with disabilities. Write a summary of the instructional model and compare to a current instructional model. Topics to choose from include: explicit instruction model, direct instruction model, strategy instruction model, guided instruction, advance organizers, graphic organizers, curriculum-based measurement, peer assisted learning, cooperative learning, peer tutoring and coaching, mnemonics and acronyms related to instruction effectiveness, and technology-based instruction. Other topics (research based) will be accepted with instructor’s approval.</p>
<p>Special Education Inclusive Teaching Unit and Presentation (A2) Students will create an Inclusive Teaching Unit in an academic/content area adapting and modifying curriculum using validated instructional strategies for students with disabilities. In addition, students will use the research synthesis provided in A1 as a rationale for instructional content and practices used in their unit.</p>
<p>Special Education Reflective Synthesis and Debate (A3)</p>

<p>Students will write a reflective synthesis including theories of validated instructional models (A1) and a completed Inclusive Teaching Unit (A2). The reflective synthesis (A3) will compare and contrast validated instructional models necessary to teach students with disabilities inclusively and will discuss the application of these practices to their own classroom teaching.</p>
<p>Strategy Lesson (A4) Future teachers will be required to present a strategy to the rest of the class. Each teacher will select a strategy, complete a one-page description of the strategy with suggestions for implementation, and will demonstrate the strategy to the class. Strategies should be referenced using APA style. Teachers will need to make sure to have copies of their strategy to hand out in class.</p>
<p>Instructional Game (A5) Teacher candidates will develop an original instructional game. Game should be something that can be used in the classroom to meet the needs of all students, while targeting specific deficiencies that may arise in a classroom. Sample concepts to create the game include: transition, language arts, math, writing, social/emotional relationships, behaviors, etc. Game should be something that will support teacher candidates in their classroom.</p> <p><i>OR</i></p> <p>Teacher Developed Strategy Teacher candidates will develop their own strategy to teach a skill within their classroom. Strategy formats can use a mnemonic device, new information mapping method, etc. and should be a set format of directions that can be duplicated for students. All supplemental materials should be provided, as should the lesson plans to teach the strategy to students. Strategy should be something that will support teacher candidates in their classrooms.</p>
<p>Attendance/Professional Etiquette (A6) All students are expected to attend all scheduled classes. If a student has more than two absences during a 3-credit course, he/she may be asked to withdraw from the course and repeat it at a later date. As a general rule, there are NO EXCUSED ABSENCES. If there is an emergency, please let me know in advance, however attendance points will be lost for the class. Points are received for class attendance and professional etiquette. Professional etiquette is defined, but not limited to, constructive academic dialogue, being actively engaged, on task behavior, being fully prepared to exchange ideas in class, and no use of electronic devices without instructor's consent. There is no make-up for these points.</p>

Instructional Strategies

This class will utilize lectures, small group instruction, team building activities, inquiry learning, case studies, communication activities, cross-curriculum planning, problem solving, group dynamic skills, independent research, and individual work in class using case studies, oral presentations, online discussions, and homework assignments.

Grading Policy

A	950-1000 points
A-	900-949
B+	850-899
B	800-849
B-	750-799

Required Texts and Materials

Mastropieri, M. and Scruggs, T. (2010). *The inclusive classroom: Strategies for effective instruction.* (5th Ed.) Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall.

Recommended Text and Readings

Gibb, G. and Dyches, T. (2007). *Writing quality individualized programs.* (2- Ed.) Boston: Allyn and Bacon.

Attendance

Candidates are required to attend all classes and participate in class discussions and small group activities and presentations. In accordance with TED guidelines, students are expected to attend all classes for the entire class period. Students absent for more than two classes may fail the course. This should not be construed as license to miss two classes. **Participation also includes the use of SNC email to communicate with the instructor. When sending e-mail attachments, please include your last name, course, and assignment (JonesSPED540ParentInterview).**

Class Expectations for Teacher Candidates

Electronic Devices

There will be times when electronic devices will be helpful to enhance the classroom experience. They may be brought to class on a regular basis. The instructor reserves the right to terminate the use of these devices if they are a distraction to the class or the individual student.

Professional dispositions and norms for classroom behavior

As a future teacher, it is necessary that you demonstrate professionalism. This includes: attending all classes, arriving to class in a timely manner, being preparing for the class with all items necessary to participate (i.e. assignments, text, electronic devices, etc.), having a willingness to try new things and a desire to collaborate with others. It is important that the class is a safe place for discussion and growth.

Completion of assignments and late assignments

Assignments are due the day of the class meeting to which they are assigned. Late assignments may be accepted up to one week late provided future teacher discussed issues in advance with instructor. Assignment will be dropped one letter grade.

Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members, and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students should check their college email accounts daily during the school year.

Students have the right to forward their SNC email to another email account (for example, @ hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC email forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC Community unique skills, talents, values, and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility, and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of the student’s academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

Class Requirements

It is recommended that you bring a laptop computer to each class meeting. Being on time assists us in our exploration, being supportive of others expands your learning opportunities, and being open to feedback on your own instruction makes it easier to build the team. You will have many opportunities to teach in this course. Cell phones and pagers may be left on; just step outside for your convenience.

Class Schedule (Tentative)

Class #	Date	Topic	Assignment Due, Reading to Be Discussed
1 and 2	1/20/14	Intro to Course Class Assignments/Expectations <i>Inclusive Teaching Intro: Least Restrictive Environment, Legal Issues, Continuum of Services</i>	None Due Ch. 1, <i>Inclusive</i>
	1/27/14	Strategy Share Effective Co-teaching Model <i>Collaboration: Communicating effectively, collaborating with other professionals, collaborating with parents and families</i>	Ch. 2, <i>Inclusive</i>
3 and 4	2/3/14	Strategy Share	Ch. 3, <i>Inclusive</i>

3 and 4		<i>High-Incidence Disabilities: SL, LD, ID, ED, ADHD, characteristics and strategies, adaptations</i>	
	2/10/14	Strategy Share <i>Lower-Incidence Disabilities: PD, OHI, AU, MD, VI, HI, characteristics and strategies, adaptations</i>	Ch. 4, <i>Inclusive</i>
5 and 6	2/17/14	Student Presentations FRAME Routine Vocabulary LINCing Routine/Vocabulary Cartoons <i>Other Special Needs: Gifted, Culturally/ Linguistically diverse, at-risk populations, characteristics and strategies, adaptations</i>	Ch. 5, <i>Inclusive</i> Research Paper (A1) Due
	2/24/14	Strategy Share Develop Your Own Strategy/Strategies You've Used or Seen <i>Differentiated Instruction: PASS Variables</i>	Ch. 6, <i>Inclusive</i>
7 and 8	3/3/14	Strategy Share <i>Classroom Behavior and Social Skills: Strategies, classroom management, encouraging equality</i>	Ch. 7, <i>Inclusive</i>
	3/10/14	Strategy Share Differentiated Instruction <i>Promoting Inclusion: working with peer groups, cooperative learning</i>	Ch. 8, <i>Inclusive</i>
9 and 10	3/24/14	Strategy Share Motivation: readiness to learn, improving motivation and affect	Ch. 9, <i>Inclusive</i>
	3/31/14	Strategy Share Improving Attention and Memory: Brain based research, techniques	Ch. 10, <i>Inclusive</i> Inclusive Teaching Unit (A2) due
11 and 12	4/14/14	Strategy Share Ideas for Own Strategy or Game Study Skills: promoting independence, strategies for reference skills Assessment: types of assessments, adaptation, accommodation, modification, test-taking skills	Ch. 11-12, <i>Inclusive</i>
	4/21/14	Strategy Share Literacy and Mathematics: Approaches, strategies, teaching in inclusive settings	Ch. 13-14, <i>Inclusive</i>
13 and 14		Strategy Share	Ch. 15-16, <i>Inclusive</i>

13 and 14	4/28/14	Science and Social Studies, Transition: Approaches, strategies, teaching in inclusive settings.	Create Your Own Strategy or Instructional Game Due
	5/5/14	Presentations: Inclusive Teaching Unit	Presentations Reflective Analysis (A3) due
15	5/12/14	Presentations: Inclusive Teaching Unit Closure Activities	Presentations Reflective Analysis (A3) due

*Please Note: Class will not meet on 3/17, 3/31 and 4/7 due to spring break(s).

Detailed Assignment Descriptions and Rubrics

Special Education Research Paper Framework (A1)

Teacher candidates will write and present a graduate level APA style research paper. Locate and read one journal article published in a professional journal (2000-present) about a validated instructional model for students with disabilities. Write a summary of the instructional model and compare to a current instructional model. Topics to choose from include: explicit instruction model, direct instruction model, strategy instruction model, guided instruction, advance organizers, graphic organizers, curriculum-based measurement, peer assisted learning, cooperative learning, peer tutoring and coaching, mnemonics and acronyms related to instruction effectiveness, and technology-based instruction. Other topics (research based) will be accepted with instructor’s approval.

Special Education Research Paper Framework (A1)

- Page 1 Title Page APA
- Page 2 Introduction
 - Provide an overview of the instructional model (1 paragraph)
 - Review the article (1 paragraph)
- Page 3 Content
 - Discussion of the application of the instructional model to your classroom practice (2 paragraphs)
- Page 4 Reference Page (APA)

Outcome	Meets Expectations	Does Not Meet Expectations
Introduction of instructional model and review of article. <i>(100 pts.)</i>		
Discussion of the application of instructional model to your classroom practice. <i>(100 pts.)</i>		
Paper has a title page, adheres to professional grammatical standards, uses APA and several sources. (See Common Rubric for more explanation.) <i>(50 pts.)</i>		
Total:	250/250	/250

Special Education Inclusive Teaching Unit (A2) (10+ pages total)

Students will create an Inclusive Teaching Unit in an academic/content area adapting and modifying curriculum using validated instructional strategies for students with disabilities. In addition, students will use the research synthesis provided in A1 as a rationale for instructional content and practices used in their unit.

Unit Guidelines

Select a Teaching Unit from the Following:

- A fiction/nonfiction book
- A chapter from a social studies textbook
- A chapter from a science textbook
- A chapter from a math textbook
- Other area with instructor’s approval
- Include information in the Reference List

Write a summary of the teaching unit.

Make the following modifications and accommodations:

- Two lesson plans for the unit, using a differentiated instructional plan of student’s choice. Instructor to provide sample model.
- Unit organizer: Prepare a graphic organizer to show the “big ideas” within the chapter. In the Unit Organizer, describe ways to teach the lesson with accommodations and modifications in an inclusive environment.
- Key vocabulary: Select 10 words that support “big ideas” and describe how the vocabulary could be taught. Use a LINCS Frame, or research-based vocabulary acquisition strategy.
- FRAME: Select a major concept and prepare a FRAME, or research-based mapping strategy.
- Develop a student assignment for the unit with alternate assignments (accommodations and modifications).
- Develop two ways to assess the unit.

Inclusive Teaching Unit Framework (A2)

Page 1	Title Page APA
Page 2	Introduction of teaching unit (1 paragraph) Rationale of model used (apply your A1) (1 paragraph)
Page 3-4	Completed lesson plans in a differentiated lesson plan format
Page 5	Completed lesson plan organizer
Page 6	Completed LINCS Table, or vocabulary strategy
Page 7	Completed FRAME routine, or mapping strategy
Page 8	Completed unit assignment with modification and accommodations (2 paragraphs)
Page 9	Identify 2 types of assessments for the unit
Page 10	Reference Page (APA)

Additional Pages Supplemental Materials for your Unit Plan (assignments, assessments, etc.)

Inclusive Teaching Unit/Presentation Rubric (A2)

Outcome	Meets Expectations	Does Not Meet Expectations
Successful completion of inclusive teaching unit: 1. Intro. to teaching unit (page 2) 2. Rationale of model used (page 2) <i>(50 points)</i>		
Successful completion of lesson plans using a differentiated plan format (2) <i>(50 points)</i>		
Successful completion of teaching unit pages 5-9 <i>(100 points)</i>		
Paper has a title page, adheres to professional grammatical standards, uses APA, and uses several sources. (See Common Rubric for more defined explanation.) <i>(50 points)</i>		
Presentation 1. Visual (e.g. PowerPoint/Overhead/Poster/Prezi/etc.) 2. Visuals need to include theory and application 3. Communication clear and concise <i>(50 points)</i>		
Total points: 300/300	/300	/300

Special Education Reflective Synthesis(A3)

Students will write a reflective synthesis including theories of validated instructional models (A1) and a completed Inclusive Teaching Unit (A2). The reflective synthesis (A3) will compare and contrast validated instructional models necessary to teach students with disabilities inclusively and will discuss the application of these practices to their own classroom teaching.

Special Education Reflective Synthesis

- Page 1 Title Page APA
- Page 2-3 A1 Paper (revised)
- Pages 4-14 A2 Teaching Unit (revised)
- Page 15 Reflection (2 paragraphs)
 - 1. *How does my original instructional model identified in A1 align to another instructional model discussed in our course?*
 - 2. *Based on the course models covered, what might I change about my teaching?*
- Page 16 References APA

Reflective Synthesis Framework (A3) Rubric

Outcome	Meets Expectations	Does Not Meet Expectations
A1 met expectations and received passing points or A1 was edited to meet expectations and received passing points.		
Points for A1 Received:	/250	/250
A2 met expectations and received passing points or A2 was edited to meet expectations and received passing points.		
Points for A2 Received:	/300	/300
Reflection (2 paragraphs) <ol style="list-style-type: none"> 1. How does my original instructional model identified in A1 align to other instructional models discussed in this course? 2. Based on the course models covered, what might I change about my teaching? 3. Presentations and debates adhere to guidelines outlined. (250 points)		
Paper has a title page, adheres to professional grammatical standards, uses APA and uses several sources. (50 points)		
Points for A3 Received:	/300	/300
Total Points /850	/850	/850

Sierra Nevada College Common Writing Rubric

Criteria	Description	Points
Assignment Specific	This rubric is to be used with the component of A1, A2, and A3. Each category on this rubric is worth 10 points for those projects.	_____/
Format	<ul style="list-style-type: none"> adheres to discipline- and/or instructor-specific conventions for the assignment (proposal, academic abstract, essay, etc.) uses in-text and end-of-work citations where required by the assignment integrates and synthesizes referenced material meaningfully, coherently, and accurately 	_____/
Organization	<ul style="list-style-type: none"> contains a clear thesis shows care and consideration in paragraph construction and sequence (e.g., effective introductory paragraph) makes connections and uses transitions effectively unifies ideas and themes throughout the paper 	_____/
Content	<ul style="list-style-type: none"> reflects college-level thought and appropriate time commitment (e.g., demonstration of revision of work) uses relevant and concrete details and/or examples to support thesis explains ideas carefully and completely analyzes topic at the appropriate level of rigor, including demonstration of logic 	_____/
Expression/Style	<ul style="list-style-type: none"> employs language that is concise and uncluttered, demonstrating fluency varies word choices and avoids unnecessary repetition uses diction appropriate to the audience and assignment (e.g., avoidance of technical language, slang, or dialect where inappropriate to the assignment) 	_____/
Grammar/Mechanics	<ul style="list-style-type: none"> exhibits control of grammar (e.g., use of determiners, subject-verb agreement, and tense) exhibits control of sentence mechanics (avoids fused sentences, comma splices, and fragments) uses correct punctuation, capitalization, and spelling 	_____/

Grading Policy

Any student receiving a grade of C+ or below in any course is required to repeat the course regardless of the students current Academic Standing (SNC 2010-2011 Catalog, p. 156.)

Course Points

Requirements	Points	Due Date
Attendance/Participation (100 pts.) Strategy Lesson (25 pts.) Game or New Strategy (25 pts.)	150	Ongoing
SPED Research Paper (A1)	250	
SPED Inclusive Teaching Unit (A2)	300	
SPED Reflective Synthesis/Debate (A3)	300	
TOTAL COURSE POINTS:	1000	