# EDEE 409 Meeting the Needs of Diverse Learners

## Three (3) Credits

### Meeting Time and Place:
- EDEE 409 002  9:25 am - 10:50 am MW EDUCATION CENTER 201
- EDEE 409 003 12:15 pm - 1:30 pm MW EDUCATION CENTER 217

### Instructor's Name:
Dr. Genevieve Howe Hay

### Office Hours:
MW 10:45 – 12:15; Thursdays 12 – 2

### Office Location:
Room 320, 86 Wentworth Street

### Office Phone/Email:
(843) 953-8054      hayg@cofc.edu

### Course Prerequisites:
EDEE 380, 382, or 384

### Course Description
The course examines current research on differentiated instruction strategies. Candidates describe historical and legal factors impacting inclusion. They develop collaborative skills and identify their role on multidisciplinary teams, and they promote school/family partnerships. They identify learning characteristics of special needs students and develop appropriate instructional strategies.

### Course Materials:
**Required Text, Resources and Readings:**

My Education Lab ([http://www.myeducationlab.com/](http://www.myeducationlab.com/)) is an invaluable resource to assist in your learning of students with special learning needs. My Education Lab is packaged with the Friend text. If you did not purchase your text from the College of Charleston Barnes and Noble Bookstore, you will need to buy access to My Education Lab separately from the site listed above. After you have registered, log in to the site to explore resources for the text. Under special education, select the Friend text to access resources for the course. (Directions and support for My Education Lab can be found on the first page of the text.)

How to Register & Purchase My Education Lab
EDEE 409 003 12:15 class - Course ID: hay55518

The IRIS Center at Vanderbilt University - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.

### Course Outcomes:
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in
which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

ETC 1 - UNDERSTANDING AND VALUING THE LEARNER

1. Describe the characteristics which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4

2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6

3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; NMSA 1; SC 4; SC 6

4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6

ETC 2- KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b, NMSA 5; SC 4; ISTE

2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4

3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5

4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4

5. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; NMSA 5; SC 4

6. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; NMSA 5

7. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; NMSA 5

8. Integrate alternative assessment with standardized assessment. ACEI 4.0;
9. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; NMSA 5

10. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; NMSA 5

11. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; NMSA 5

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7

2. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7

3. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4

Course Assignments: My Education Lab Assignments & Class Participation (ETC 1 – Objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE)

My Education Lab (http://www.myeducationlab.com/) is an invaluable resource you will use to enhance your learning of students with special learning needs. Over the term, you will complete a selection of learning activities or IRIS Center modules.

A. Study Plan – You must successfully complete the post-test for each chapter in the Friend text. (Completed successfully online each Sunday by midnight.)

Directions: Log into My Education Lab, select the assigned “chapter” and complete the “study plan.” After you read the chapter, complete the post-test. You must attain 80% or better on each post-test to achieve mastery and to receive full credit for this assignment. You may retake the post-test until you achieve mastery.

B. “Homework and Assignments” (From each section below, select one activity or module to complete from the following categories. Complete online and print out your responses to the activity and include them with your midterm and final exams.)

Section 1 – Complete THREE activities or modules by Midterm (chapters 1 - 6)
Section 2 - Complete THREE activities or modules by Final (chapters 7 – 12)

C. In-Class Participation (Daily) - Active participation and regular attendance are expected. After you read each chapter, identify and summarize three key points to share during our in-class discussion. In order to receive full credit for this assignment, upload your summaries to the “participation” DROPBOX on OAKS and submit a typed copy of your chapter points with the midterm and final exams.
**Awareness Project** (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)
Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special needs. **Electronic and hard copy submission required.**

- **Individual Awareness Research** - Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member's reviews (with the exception of ONE or TWO key professional websites or children’s books) are not to be duplicated by other members of the group.
- **Group Pamphlet, Presentation & Peer Evaluation**
  The group is responsible for providing an organized and cohesive 15 – 20 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.
- **Peer Evaluation** Group and individual contributions will be evaluated by group members and uploaded to the dropbox.
- Upload work to OAKS and the class Wiki.

**Candidate Work Sample (CWS)** (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE)
In conjunction with Field III, you will develop a modified Candidate Work Sample with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The assignment will be completed in parts. Based upon feedback and additional information learned throughout the course and through your research, you are expected to revise ALL sections of the CWS for final submission. **Electronic and hard copy submission required.**

- CWS Homework #1
- CWS Homework #2
- CWS Homework #3
- Final CWS Project – Your final CWS should be professionally compiled into a lightweight packet. The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project.

**Take Home Midterm & Final Exams:** (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)
These exams will cover all the material in the readings, course activities, and associated field experiences. **Electronic and hard copy submission required.**

**Evaluation:**  
**Grading Scale**

1) Participation/My Education Lab – 20%
2) Awareness Project – 20%
3) Candidate Work Sample - 20%
4) Midterm Exam - 20%
5) Final Exam - 20%

ALL assignments, with the exception of the My Education Lab post-tests, must be submitted as hard copies and electronically on OAKS by the assigned dates.
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<thead>
<tr>
<th>GRADING SCALE:</th>
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<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Percentage Range</strong></td>
<td><strong>Grade Points</strong></td>
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<td>A</td>
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<td>A-</td>
<td>91 – 92%</td>
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<td>B+</td>
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<td>B</td>
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<td>D</td>
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<td>D-</td>
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**Policies**

- **Attendance:** Class attendance and active participation in class is expected. Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Late arrivals and leaving early count as ½ an absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness.

- **Four absences for ANY reason** (i.e. sickness, family emergencies, personal) are allowed. I do not make distinctions between “excused” and “unexcused” absences, so you should attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. *After the fourth absence, the student’s final grade for the course will be lowered by 10%.*

- **REQUIRED DOCUMENTATION – Go to the Absence Memo Office** - Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at [http://studentaffairs.cofc.edu/services/absence.php](http://studentaffairs.cofc.edu/services/absence.php) and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered.

- **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

- **Cell phone/Smartphone/Texting/Laptop Policy:** Cell phones, laptops and other personal communication devices must be silent and stowed during class. **Exception** – On specified days, groups will be allowed to use laptops to develop awareness presentations and when peer editing the CWS project.

- **Students with Special Needs:** SNAP students must see the professor within the first two weeks of the course if they wish special accommodations.

- **CofC Honor System:** Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College of Charleston you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both in your coursework and as a representative of the College in field experiences and clinical practice situations. Violations to
the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Additionally, violations may affect course grade. As EDEE is a dual program, in that we recommend candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools).

- **Homework & Class work:**
  In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. It is expected that textbook and outside reading assignments be read **PRIOR** to class and that students will attend **ALL** class sessions. Assigned readings and projects must be completed and submitted on time. **Late work will not be accepted.** Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/notes from someone in class, not the instructor.

- **Technology Usage:**
  Utilization of technology (i.e. OAKS, internet, Wikis, Blogs, word processing, email - Edisto account) is expected. All work is to be submitted electronically through OAKS by 9 am – no exceptions. Use campus computers (JC Long Building, Library and other campus locations), if necessary, to assure that work will be submitted on time and through OAKS. In addition, hard copies are required for all assignments, except for the inclusion guide.

- **Expected EHHP Dispositions:**
  - belief that all students can learn (participation and attitudes expressed about students and learning)
  - value and respect for individual differences (inclusions in Unit and plans)
  - value of positive human interactions (participation in class and group discussions)
  - exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class and group discussions; performance on formative and summative assessments)
  - dedication to inquiry, reflection, and self-assessment (performance on formative and summative assessments; active participation in class and group discussions)
  - value of collaborative and cooperative work (provision for thoughtful, constructive critiques of others’ work)
  - sensitivity toward community and cultural contexts (inclusions in long and short range plans)
  - engagement in responsible and ethical practice (performance on formative and summative assessments)
  - development of professional mastery over time (performance over time on formative and summative assessments)
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<thead>
<tr>
<th>Date:</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>August 21 Wednesday</td>
<td><strong>Introduction</strong></td>
<td>Read the syllabus.</td>
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<td><strong>Homework</strong> – Chapter One</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<tr>
<td>Sunday, August 26</td>
<td>Complete “Study Plan” (Post Test) and submit for grading.</td>
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<td>By Midnight</td>
<td><strong>Homework</strong> – Chapter Two</td>
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<td>August 27 Monday</td>
<td>The Foundation of Educating Students with Special Needs</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<td>Inclusion Video</td>
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<tr>
<td>August 29 Wednesday</td>
<td>The Foundation of Educating Students with Special Needs</td>
<td>Friend, Ch. 1</td>
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<td><strong>Select Awareness Activity Topics</strong></td>
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<td><strong>Share Chapter 1 Key Points in Class</strong></td>
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<tr>
<td>Sunday, Sept. 2</td>
<td><strong>Homework</strong> – Chapter Two</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<tr>
<td>By Midnight</td>
<td>Complete “Study Plan” (Post Test) and submit for grading.</td>
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<tr>
<td>Sept. 3 Monday</td>
<td>Special Education Procedures &amp; Services</td>
<td>Friend, Ch. 2</td>
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<td><strong>Share Chapter 2 Key Points in Class</strong></td>
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<td>Sept. 5 Wednesday</td>
<td>Special Education Procedures &amp; Services</td>
<td>Friend, Ch. 2</td>
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<td><strong>Share Chapter 2 Key Points in Class</strong></td>
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<td>Sunday, Sept. 9</td>
<td><strong>Homework</strong> – Chapter Three</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<td>By Midnight</td>
<td>Complete “Study Plan” (Post Test) and submit for grading.</td>
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<tr>
<td>Sept. 10 Monday</td>
<td>Building Partnerships Through Collaboration</td>
<td>Friend, Ch. 3</td>
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<td><strong>Share Chapter 3 Key Points in Class</strong></td>
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<td>Sept. 12 Wednesday</td>
<td>Building Partnerships Through Collaboration</td>
<td>Friend, Ch. 3</td>
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<td><strong>Share Chapter 3 Key Points in Class</strong></td>
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<tr>
<td>Sunday, Sept. 16</td>
<td><strong>Homework</strong> – Chapter Four</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<td>By Midnight</td>
<td>Complete “Study Plan” (Post Test) and submit for grading.</td>
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<td>Sept. 17 Monday</td>
<td>Assessing Student Needs</td>
<td>Friend, Ch. 4</td>
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<td><strong>Share Chapter 4 Key Points in Class</strong></td>
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<tr>
<td>Sept. 19 Wednesday</td>
<td>Assessing Student Needs</td>
<td>Friend, Ch. 4</td>
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<td>Awareness Group Work</td>
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<td>Sunday, Sept. 23</td>
<td><strong>Homework</strong> – Chapter Five</td>
<td><strong>My Education Lab Online Chapter Quiz</strong></td>
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<tr>
<td>By Midnight</td>
<td>Complete “Study Plan” (Post Test) and submit for grading.</td>
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<tr>
<td>Sept. 24 Monday</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs &amp; CWS</td>
<td>Share Chapter 5 Key Points in Class</td>
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<td>Awareness Group Work</td>
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<tr>
<td>Sept. 28</td>
<td>Planning Instruction by Analyzing Classroom &amp;</td>
<td>Friend, Ch. 5</td>
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<td>Date</td>
<td>Activity</td>
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| Sun., Sept. 30  | By Midnight Home  
Homework - Chapter Six Complete “Study Plan” (Post Test) and submit for grading.  
Online Chapter Quiz  |
| Oct. 1 Monday   | Students with Low Incidence Disabilities  
Low Incidence Awareness Presentations  |
| Oct. 3 Wednesday | Students with Low Incidence Disabilities  
Low Incidence Awareness Presentations  |
| October 8 Monday | Students with Low Incidence Disabilities  
Low Incidence Awareness Presentations  |
| October 10 Wednesday | Take Home Midterm Exam  
Due – Take Home Midterm Exam (Chapters 1 – 6; Chapter Summaries; My Ed Lab Activities)  |
| October 15 Monday | Fall Break  |
| October 17 Wednesday | Students with High Incidence Disabilities  
CWS Peer Editing  |
| Sunday, Oct. 21 By Midnight | Homework - Chapter Seven  
Complete “Study Plan” (Post Test) and submit for grading.  
Online Chapter Quiz  |
| Oct. 22 Monday   | Students with High Incidence Disabilities  
High Incidence Awareness Presentations  |
| Oct. 24 Wednesday | Students with High Incidence Disabilities  
High Incidence Awareness Presentations  |
| Sunday, Oct. 28 By Midnight | Homework - Chapter Eight  
Complete “Study Plan” (Post Test) and submit for grading.  
Online Chapter Quiz  |
| Oct. 29 Monday   | Other Students with Special Needs  
Other Special Needs Awareness Presentations  |
| Oct. 31 Wednesday | Other Students with Special Needs  
Other Special Needs Awareness Presentations  |
| Sunday, Nov. 4 By Midnight | Homework - Chapter Nine  
Complete “Study Plan” (Post Test) and submit for grading.  
Online Chapter Quiz  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov. 5</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series CWS Peer Editing</td>
<td>Share Chapter 9 Key Points in Class</td>
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<td>Nov. 7</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
<td>Friend, Ch. 9</td>
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<td>Nov. 11</td>
<td>Homework - Chapter Ten Complete “Study Plan” (Post Test) and submit for grading.</td>
<td>My Education Lab Online Chapter Quiz</td>
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<td>Nov. 12</td>
<td>Strategies for Independent Learning</td>
<td>Share Chapter 10 Key Points in Class</td>
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<tr>
<td>Nov. 14</td>
<td>Strategies for Independent Learning</td>
<td>Friend, Ch. 10 CWS Homework #3 – Lesson Plan, Case Study Student Adaptations &amp; Research-Based Strategies</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Homework - Chapter Eleven Complete “Study Plan” (Post Test) and submit for grading.</td>
<td>My Education Lab Online Chapter Quiz</td>
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<tr>
<td>Nov. 19</td>
<td>Evaluating Student Learning</td>
<td>Share Chapter 11 Key Points in Class</td>
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<tr>
<td>Nov. 21</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Nov. 25</td>
<td>Homework - Chapter Twelve Complete “Study Plan” (Post Test) and submit for grading.</td>
<td>My Education Lab Online Chapter Quiz</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Responding to Student Behavior</td>
<td>Friend, Ch. 12 Due – Final CWS (Submit Final Copy along with ALL Graded CWS Homework # 1 - 3)</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Responding to Student Behavior</td>
<td>Friend, Ch. 12 Share Chapter 12 Key Points in Class</td>
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<td>Dec. 3</td>
<td>Last Class</td>
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<tr>
<td>TBA</td>
<td>Final Exam – Administered during the College’s scheduled time for final exams</td>
<td>Take Home Final Exam Due &amp; Sharing of CWS Projects</td>
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Awareness Project
Individually and in collaboration with a small group, develop methods and compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of students with special needs. The group is responsible for providing an organized and cohesive 10 - 15 minute presentation and activity which involves the entire class. *All work must be properly cited.*

Part I) Awareness Individual Research
*Important –* This portion of the project is to be done and submitted independently from your group. Each member of the group must conduct his or her own research. The research should not be duplicated by members in the group. The information obtained should be used to assist the group in devising the group presentation and group pamphlet. Individual contributions to the group project should be easily identifiable. It is suggested that each group member be responsible for a specific section of the guide/pamphlet.

Website & Professional Literature Reviews – Analyze and briefly review 5 parent, student, or professional websites, books, or articles related to your awareness topic. Clearly explain how each website could be useful to parents, children, or classroom teachers. (*Provide copies of your reviews to your classmates on the OAKS discussion board.*)

Children’s Literature Reviews – Read and briefly summarize five (5) children’s (picture) books or approved chapter books (every 25 pages of a chapter book will equal one picture book) related to your topic. If five books on your topic are not available, you may review some books related to other special needs areas. *Note: Obtaining reviews off the internet or other sources is unacceptable and violates the College’s policy on plagiarism.* (*Provide copies of your reviews to your classmates on the OAKS discussion board.*)

In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources.

Part 2) Awareness Group Work (Group Responsibility)
*Important – This portion of the project is to be done collaboratively with your group.*

A) Awareness Guide or Pamphlet - As a group, create a guide/pamphlet which summarizes the project and provides information about the topic. The guide should be posted to the discussion board and a hard copy provided to the instructor.

Awareness Guide/Pamphlet Components:
- **Condition Description** – Provide a definition or description of the special needs condition.
- **Obtaining Assistance** – Describe both local, state, and national referral procedures and ways to seek assistance.
- **Condition Characteristics** – List typical characteristics of the condition.
• **Accommodations** – Provide suggestions for support within the regular classroom and throughout the school.

• **Professional Support Services** - List specific professionals and the services that they may be able to provide to assist students, families, and teachers.

B) **Presentation (Group)**
For your presentation, identify your audience (i.e. students, parents, peers, and teachers) and tailor your presentation accordingly. Be very careful that your presentation does not inadvertently promote stereotypes. Your presentation should be as engaging as possible where you involve the entire class. As with good teaching, make sure that your participants are gaining the understanding that you expect. Also, you are encouraged to use available technology (i.e. Smart Board, Elmo, PowerPoint, video clips, etc.) within the classroom. Each group member’s involvement and contribution will be evaluated by his or her peers and the instructor. Assigned presentation dates must be adhered to for full credit on this assignment. No make up days will be provided. You are responsible for all material presented in class on tests and the final exam.

**Suggested activities:**
Interviews with parents, teachers, administrators
Videos
Role Plays
Simulations
Case Studies
Integration of local resources
Incorporation of individual research (i.e. children’s books, websites).

C) **Peer Evaluation & Discussion Board Posting** - Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. *All work must be properly cited. Final grading for the project will occur upon submission of all components.*
# Cooperative Work Awareness Presentation

**Self & Peer Evaluation Rubric**

(Due within 48 hours after your group presents)

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<th>CATEGORY</th>
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Using the preceding rubric, evaluate your contribution and each group member’s contribution to the Awareness Project. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
</tr>
</thead>
</table>

Comments: Please share any additional information on this project and your experience completing it. In addition, write a description of how each member of your group worked together. Make sure you include a description of each group member’s participation in meetings and a summary of what each group member contributed to the project. **This form must be submitted prior to receiving a grade for the project.**
Candidate Work Sample (CWS)

Teacher’s Name _____________________ Grade Level __________________
School_____________________________ Year________________________

Section I: Unit Topic or Title __________________________________________________

Explanation: The unit (i.e., a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process) is drawn from the long-range plan. The unit must be completed in its entirety, from beginning to end, during clinical practice and must last for a minimum of two or more weeks. In rare instances where an intern is unable to design a unit that is two or more weeks in length, the intern must request approval from his/her college supervisor to select two instructional units to complete during the internship. In this event, the entire unit work sample process must be followed for each unit of instruction. Assessment criteria can be found in accompanying rubric component I.

All early childhood interns must select a unit that relates to language or pre-literacy. Integrated units that combine language or pre-literacy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

All elementary interns through grade three must select a unit that relates to English language arts or reading. Integrated units that combine English language arts

Section II: Contextual Factors; Community, School, and Student Diversity.

A. Background Description of Students
Considering overall expectations (e.g., national, state and local standards) for your grade, describe relevant student characteristics and other factors related to the community, district, school, classroom, or the students that are likely to impact instruction and/or overall student learning with regard to the selected instructional unit.

B. INCLUDE Strategy
(Step 1) (I) - Identify Overall Classroom Demands
Provide a bulleted description of each of the following.

Classroom Organization
- Physical arrangement of desks, learning centers, computers, book shelves, wall decorations, bulletin boards and lighting.
- Classroom routines and procedures for academic and nonacademic tasks
- Classroom climate, or attitudes towards individual differences
- Behavior management, such as classroom rules and monitoring
- The use of time for instructional and non-instructional activities
Classroom Grouping
- Whole groups
- Small groups (types)
- Individual instruction
- Peer groups

Instructional Materials
- Textbooks
- Manipulatives
- Models
- Technology

Instructional Methods
- Direct Instruction
- Indirect instruction
- Scaffolding
- Independent practice
- Homework

Student Evaluation
- Testing
- Grading
- Performance-based assessment
- Portfolio

C. Case study student description
In a paragraph, describe your case study student. Then go through Steps 2 – 4 of INCLUDE to analyze the student’s anticipated strengths and weaknesses. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction. Use steps 2 – 4 of the INCLUDE strategy within this section.

- Step 2 (N) – Note Case Study Student Strengths:& Needs
  In a bulleted list, note strengths and needs of your case study student. Indicate strengths with a plus (+) sign and areas of weakness with a negative (-) sign. Be sure to address the following areas.
  - Academics – basic skills, cognitive and learning strategies, & survival skills.
  - Social-emotional development – interpersonal skills & coping skills
  - Physical development – vision, hearing, motor & neurological functioning.
• **Step 3 (C) - Check for Potential Case Study Student Successes**
  - Analyze student’s strengths in view of classroom demands, noted in Step 1.
  - Check for and identify activities or tasks the case study student can do successfully.

• **Step 4 (L) – Look for Potential Problems (Mismatches)**
  Based upon the student’s needs, identify potential mismatches that should be avoided. For example, if the student has written expression problems, minimize writing in assignments where writing is not the goal.

D. **Classroom map**

Design a classroom map depicting an ideal learning environment for your students. Use an online tool or draw your plan.

[http://classroom.4teachers.org/](http://classroom.4teachers.org/)

**Section III: Unit Plan**

A. **Unit outline**

Make a detailed outline of the instructional unit using the table below. Identify unit objectives and their correlated standards or expectations.

<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Correlated Standards/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Key element 2.A)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>8.</td>
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</tbody>
</table>

B. **Unit Lesson Plans** - Considering the objectives above and lessons you would plan for this unit, develop **at least one detailed lesson plan** which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

**INCLUDE Step 5 (U) – Use Information to Brainstorm Adaptations**

Use information gathered to brainstorm adaptations for your case study student.
Accommodations
• By-pass strategies
• Classroom teaching & organization
• Intensive instruction on basic skills and/or learning strategies

Modifications
• Typically used for students with severe behavioral and/or cognitive challenges
• Curricular expectations of general education are inappropriate
• Simplifying content inappropriately can lead to watered down curriculum

INCLUDE Step 6 (D) - Decide upon Adaptations
From your brainstormed list generated in step 5, select adaptations to implement for your case study student. (Cite appropriate sources)
• Select age-appropriate adaptations
• Select the easiest accommodations first
• Select adaptations you agree with
• Select adaptations with demonstrated effectiveness

INCLUDE Step 7 (E) - Evaluate (case study) student progress
• Explain how you will track or assess strategy effectiveness

C. Unit Assessment
For this assignment, provide a written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student.

D. Unit Activities/Strategies/Materials/Resources
Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives.

<table>
<thead>
<tr>
<th>Activities/Strategies/Materials/Resources</th>
<th>Unit Objective #s</th>
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</thead>
<tbody>
<tr>
<td></td>
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APA citations, APA Reference Page & Annotated Bibliography
• Throughout the CWS, cite at least 5 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites) that provide support for the inclusion strategies that you identify.
• On a separate page, summarize each reference in annotated form.
• APA style should be correctly used throughout the CWS.
After administering the pre-assessment(s), analyze student performance relative to the lesson objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction (or describe how you can display your results).

This part of the CWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement. This section also includes descriptions of any necessary accommodations as well as the evaluation criteria for each student assessment. The (teacher) evaluation criteria for this part of the CWS are found in key elements 3.A. and 3.C.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Accommodations</th>
<th>Evaluation Criteria</th>
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<tr>
<td>(Key element 3.A)</td>
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<td>Unit Objective 1: Other Assessment(s)</td>
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Once you have completed the unit, analyze all of your assessments and determine your students’ progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

Reflect on and describe the relationship between your students’ progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
## COLLABORATIVE WORK SELF & PEER EVALUATION RUBRIC
(Chapter Discussion, Chapter Resources and CWS Group Participation)
Due Last Class

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<thead>
<tr>
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Grade Level Group________________________________________________________

Using the preceding rubric, evaluate your contribution and each group member’s contribution to the discussion and sharing of resources of each chapter. Also, evaluate each group member’s contribution to peer editing of each other’s CWS projects. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

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Comments: Please share any additional information regarding you’re the collaborative experience with your grade level team. Provide specific information about each group member’s contributions to chapter discussions, sharing of resources, and assistance with peer editing of each other’s CWS projects.  *This form must be submitted prior to receiving a grade for the in-class participation.*
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE*

1. GRADING SCALE:

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<th>Grade Points</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.
6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will **only** take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by EHHP faculty 3/31/06

(over)

7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

### MISSION

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

### MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.
Element of Teacher Competency 1: Understand and value the learner
   Standard I: Evidence theoretical and practical understanding of the ways learners develop
Element of Teacher Competency 2: Know what and how to teach and assess and how to
create an environment in which learning occurs.
   Standard II: Demonstrate understanding and application of the critical attributes and
   pedagogy of the major content areas.
   Standard III: Evidence a variety of strategies that optimize student learning
   Standard VI: Demonstrate an understanding of the continuous nature of assessment and
   its role in facilitating learning
Element of Teacher Competency 3: Understand oneself as a professional
   Standard IV: Participate in informed personal and shared decision making that has as its
   focus the enhancement of schooling and the profession
   Standard V: Communicate effectively with students, parents, colleagues, and the
   community
   Standard VII: Show an understanding of the culture and organization of schools and
   school systems and their connection to the larger society

College of Charleston
School of Education, Health, and Human Performance
Charleston, South Carolina  29424
ehhp.cofc.edu