### Course Details

<table>
<thead>
<tr>
<th>Course</th>
<th>EDEE 409 001 EDUCATION CENTER 213 MW 12 noon – 1:14 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MW 9:30 - Noon</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td>Office phone/Email:</td>
<td>(843) 953-8054 <a href="mailto:hayg@cofc.edu">hayg@cofc.edu</a></td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDEE 380, 382, or 384</td>
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### 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:**

**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;
   a. 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; NAEYC 3; NMSA 5

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:

1. **IRIS Center Modules (10%)** - The IRIS Center is an invaluable, free resource you will use to enhance your learning of students with special learning needs. Over the term, you will complete four modules – two by midterm and two by final. Each module takes approximately 2 hours to complete. (Follow separate directions attached.) (ETC 1 – Objectives 1-4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE)

2. **Attendance, Chapter Summaries & In-Class Participation (10%)** - Active participation and regular attendance are expected. After you read each chapter, identify and summarize three key points to share during our in-class discussions. **In order to receive full credit for this assignment, attach your summaries to the midterm and final exams.** (See rubric) (Note: After the fourth (excused or unexcused) absence, the student's final grade for the course will be lowered by 10%)

3. **Awareness Project (20%)** - 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.** (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)

   **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 the project to OAKS and to the class Wiki.*

4. **Candidate Work Sample (CWS) (20%)** - 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 three separate homework assignments. 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.** (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE)

   **Important** – The final CWS project should be professionally compiled into a lightweight packet. **The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project. Significant point deductions will occur for missing components (homework and revisions).**
5. **Take Home Midterm & Final Exams: (40%)** - These exams will cover all the material in the readings, course activities, and associated field experiences. **Electronic and hard copy submission required.** (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

6. **ALL assignments must be submitted as hard copies and electronically on OAKS by the assigned dates.**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>1) Attendance &amp; Participation – 10%</td>
<td></td>
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<tr>
<td>2) IRIS Center Modules – 10%</td>
<td></td>
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<tr>
<td>3) Awareness Project – 20%</td>
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<tr>
<td>4) Candidate Work Sample - 20%</td>
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<tr>
<td>5) Midterm Exam - 20%</td>
<td></td>
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<tr>
<td>6) Final Exam - 20%</td>
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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
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<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
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</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
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</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
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<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>
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</tbody>
</table>

**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 & Classwork:**
  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.

- **EHHP Dispositions (see below)**
<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Introduction</td>
<td>Read the syllabus.</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>January 14</td>
<td>The Foundation of Educating Students with Special Needs &amp; Inclusion</td>
<td>Friend, Ch. 1</td>
</tr>
<tr>
<td>Monday</td>
<td>Video</td>
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<tr>
<td>January 16</td>
<td>The Foundation of Educating Students with Special Needs</td>
<td>Friend, Ch. 1 Select Awareness Activity Topics Share Chapter 1 Key Points in</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>Class</td>
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<td>January 21</td>
<td>Martin Luther King Holiday – No Class</td>
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<td>Monday</td>
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<td>January 23</td>
<td>Special Education Procedures &amp; Services</td>
<td>Friend, Ch. 2 Share Chapter 2 Key Points in Class</td>
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<td>Wednesday</td>
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<td>January 28</td>
<td>Special Education Procedures &amp; Services</td>
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<td>Monday</td>
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<td>January 30</td>
<td>Building Partnerships Through Collaboration</td>
<td>Friend, Ch. 3 Share Chapter 3 Key Points in Class</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>February 4</td>
<td>Building Partnerships Through Collaboration &amp; Assessing Student Needs</td>
<td>Friend, Ch. 4 Share Chapter 4 Key Points in Class</td>
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<tr>
<td>Monday</td>
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<td>February 6</td>
<td>Assessing Student Needs</td>
<td>Friend, Ch. 4</td>
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<tr>
<td>Wednesday</td>
<td>Awareness Group Work</td>
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<tr>
<td>February 11</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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<tr>
<td>Monday</td>
<td>Awareness Group Work</td>
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<td>February 13</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs &amp; CWS</td>
<td>Friend, Ch. 5</td>
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<td>Wednesday</td>
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<tr>
<td>February 18</td>
<td>Students with Low Incidence Disabilities</td>
<td>Friend, Ch. 6 Share Chapter 6 Key Points in Class CWS Homework #1 – Unit</td>
</tr>
<tr>
<td>Monday</td>
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<td>Topic, Unit Outline, Unit Materials &amp; Map</td>
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<tr>
<td>February 20</td>
<td>Low Incidence Awareness Presentations</td>
<td>Friend, Ch. 6</td>
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<tr>
<td>Wednesday</td>
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<td>Awareness Individual Reviews and Group Pamphlet Due</td>
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<td>February 25</td>
<td>Students with Low Incidence Disabilities</td>
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<tr>
<td>Monday</td>
<td>Low Incidence Awareness Presentations</td>
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<tr>
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<td>Take Home Midterm Exam</td>
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<td>March 2 - 10</td>
<td>Spring Break</td>
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<tr>
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<td>March 11</td>
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<tr>
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<td>Wednesday</td>
<td>Other Students with Special Needs Other Special Needs Awareness Presentations</td>
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<tr>
<td>March 25</td>
<td>Monday</td>
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<tr>
<td>March 27</td>
<td>Wednesday</td>
<td>Other Students with Special Needs Other Special Needs Awareness Presentations</td>
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<tr>
<td>April 1</td>
<td>Monday</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series CWS Peer Editing</td>
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<td>April 3</td>
<td>Wednesday</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
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<tr>
<td>April 8</td>
<td>Monday</td>
<td>Strategies for Independent Learning</td>
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<tr>
<td>April 10</td>
<td>Wednesday</td>
<td>Strategies for Independent Learning</td>
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<tr>
<td>April 15 &amp; 17</td>
<td>Mon./Wed.</td>
<td>Evaluating Student Learning</td>
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<tr>
<td>April 22 &amp; 24</td>
<td>Mon/Wed</td>
<td>Responding to Student Behavior</td>
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<tr>
<td>TBA</td>
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<td>Take Home Final Exam</td>
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Note: CWS = Classroom and School Wide Strategies
IRIS Center Modules
Complete four (4) IRIS Center Modules - 2 by Midterm and 2 by Final from the list of options below. Prior to completing a module, review “How to Use a Module” (below). Each module has 5 components, which should be completed in order. Within each component, respond to the included questions. Copy and paste your responses into a Word document and submit with your Midterm and Final exams.

How to Use a Module
IRIS STAR Legacy Modules are Web-based instructional materials that provide information about working with students with disabilities. Each interactive module is made up of five components:

- **Challenge** – a realistic scenario relevant to education professionals
- **Initial Thoughts** – questions that allow students to explore and consider what they currently know about the scenario presented in the Challenge
- **Perspectives and Resources** – nuggets of information (e.g., text, movies, audio interviews, activities) that allow students to actively engage in learning the module's main content
- **Assessment** – an evaluation tool that offers students the opportunity to apply what they know and to evaluate what topics they need to study further
- **Wrap Up** – a summary of the information presented in the previous components

How do I navigate a STAR Legacy Module?
To begin, click on the Challenge at the top of the STAR Legacy cycle. Movement throughout the
sections of the module can be managed by making use of the navigation bar at the right side of the page or by following the links at the top or bottom of each page. The IRIS Center recommends that visitors to the Web site work through the pages of each module in the order presented in the STARR Legacy cycle, starting with the Challenge and moving to Initial Thoughts, Perspectives and Resources, Assessment, and Wrap Up, the Center feels that visitors who skip one or more of these sections may not receive the full informational benefit of the cycle. Please note that many module sections contain multiple pages, hyperlinks, short movies, and sound files.

To learn about IRIS STARR Legacy Modules, view "How People Learn: Presenting the Learning Theory and Inquiry Cycle on Which the IRIS Modules Are Built."

**Midterm IRIS Modules (Due February 27 with the Midterm Exam)**

Fully complete **TWO (2) IRIS modules from the list below by the Midterm. Respond to the questions in each section of the module. Copy and paste your responses into a Word document and submit with your Midterm exam.**

- **Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities:** This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities.

- **The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns:** This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation.

- **Related Services: Common Supports for Students with Disabilities:** This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA '04.

- **Collaborating with Families:** Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.

- **RTI (Part 1): An Overview:** This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.

- **RTI (Part 2): Assessment:** This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.

- **Assistive Technology: An Overview:** This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.
Final IRIS Modules (Due with the Final Exam)
Fully complete TWO (2) IRIS modules from the list below by the Final. Respond to the questions in each section of the module. Copy and paste your responses into a Word document and submit with your Final exam.

**RTI (Part 3): Reading Instruction**: This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.

**Differentiated Instruction: Maximizing the Learning of All Students**: This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.

**PALS: A Reading Strategy for Grades K–1**: This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.

**PALS: A Reading Strategy for Grades 2–6**: This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.

**Providing Instructional Supports: Facilitating Mastery of New Skills**: This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.

**Teaching English Language Learners: Effective Instructional Practices**: This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English Learners.

**High-Quality Mathematics Instruction: What Teachers Should Know**: This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.

**Improving Writing Performance: A Strategy for Writing Persuasive Essays**: This module highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.
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. Members in the group should not duplicate the research. 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 members will evaluate Group and individual contributions 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.*
# COLLABORATIVE WORK AWARENESS PRESENTATION

## SELF & PEER EVALUATION RUBRIC

(Due within 48 hours after your group presents)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Contributions</strong></td>
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<tr>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
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<td></td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
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<tr>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
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<tr>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
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<tr>
<td>Provides work of the highest quality.</td>
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<tr>
<td>Provides high quality work.</td>
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<tr>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
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<tr>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
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<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
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<tr>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
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<tr>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
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<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
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<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
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<tr>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
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<tr>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
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<tr>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
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<td>Routinely uses time well throughout the project to ensure things get done on time. Group does</td>
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<tr>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group</td>
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<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to</td>
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<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities</td>
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not have to adjust deadlines or work responsibilities because of this person's procrastination. does not have to adjust deadlines or work responsibilities because of this person's procrastination. adjust deadlines or work responsibilities because of this person's procrastination because of this person's inadequate time management.

| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes are not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |

Awareness Group Topic __________________________________________________

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>
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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 (Clinical Intern Format)

(This format has been included to help provide you an overall understanding of the CWS as it is used an implemented during clinical practice. For this course, we will focus on portions of this overall plan.)

Intern__________________________ Grade Level_________ Subject___________

Please use this format each time you introduce a topic, theme or unit during your clinical practice in science, health, social studies or the arts. This should be completed before you begin writing the daily plan for the topic. Keep each outline in your lesson plan notebook preceding the set of daily plans for the unit. (See pages 14 and 15 for specific information)

I. Theme, topic or unit name: ________________________________________

Anticipated date of implementation of unit and its duration: _________________

II. General goal (reason for study, justification, overall concept students should understand)

III. Standards addressed:

IV. Major objectives for the unit. These may be determined through the webbing process.

V. Activities that will be used to assist students in meeting the objectives:

   Restate each objective and identify activities and instructions strategies that will be used for each objective.

VI. Materials needed for unit. List specific book title, kits, videos, maps, charts, speakers, hands-on materials etc.

VII. Skills and subject areas (other than major area of unit) integrated in the unit.

VIII. Culminating Activity (if one is used)

IX. Final Assessment (in early grades often combined with VIII)

X. Your reflections i.e.: response of student, level of success, what you use again/not use again, and results of assessments.

Candidate Work Samples

About Candidate Work Samples

The purpose of the School of Education, Health and Human Performance’s candidate work sample is to demonstrate and document the intern’s effectiveness in promoting student achievement. In the context of the candidate work sample, student achievement is defined as measurable growth in students’ knowledge and skills in a particular area or areas over a specified period of time. The candidate work sample provides the evidence regarding the intern’s performance relative to APSs 2 and 3.
The candidate work sample was adapted from the South Carolina State Education Department’s SAFE-T Pilot Project which was adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq).

Each candidate work sample (CWS) includes the following sections:

- **CWS Section I: Candidate Topic or Title.** 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.
  - 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 or reading, with one or more other subjects, (e.g., mathematics, science, social studies) are permitted.

- **CWS Section II: Contextual Factors.** The contextual factors include the relevant student characteristics described in the long-range plan, as well as any other factors related to the community, district, school, classroom, or students that are likely to impact instruction and/or student learning with regard to the selected instructional unit. This section also includes a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

- **CWS Section III: Unit Plan**
  - **Part A.** This part of the CWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations. The evaluation criteria for this part of the CWS are found in key element 2.A.
  - **Part B.** 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.
  - **Part C.** This part of the CWS includes the results and analyses of the pre-assessments. The evaluation criteria for this part of the CWS are found in key element 3.B.
  - **Part D.** This part of the CWS includes the key instructional activities, strategies, materials, and resources (including instructional technology) and their related unit
objectives. The evaluation criteria for this part of the CWS are found in key element 2.B.

- **CWS Section IV: Analysis of Student Learning.** This section includes one or more visual representations (e.g., tables, graphs, charts) that depict student performance (a) for the entire class, (b) for one selected subgroup, and (c) for at least two individual students. (Note: Special education teachers or other teachers who may have difficulty in aggregating results for an entire class and/or subgroup may substitute analyses of the performance of additional individual students, at the discretion of the cooperating teacher and college supervisor.) Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement. Finally, this section includes an explanation of the ways in which student grades (or other indicators of student performance) have been assigned and recorded as well as how and to whom these results (i.e., grades or other indicators) have been reported. The evaluation criteria for this section are found in key elements 3.B. and 3.C.

- **CWS Section V: Reflection and Self-Assessment.** This section includes a description of the relationship between the students’ progress and achievement and the teacher’s performance. The section also includes a description of future plans for teaching the unit. The evaluation criteria for this section are found in key elements 3.B. and 2.
Assignment Goal - Using information accessible from your field experience describe contextual factors (or background description of your students) for your CWS. From there, develop your CWS as “your ideal classroom” where you apply research-based practices based upon the INCLUDE model that meet the needs of your students and your case study student. Over the course of the semester, you will complete 3 homework assignments related to your unit topic. The homework assignments will allow you to focus on related parts of the CWS. Ultimately, the completed CWS will be put together in the order found below. (Homework assignments have been color coded and numbered. Please refer to the HW assignment sheets and related samples on OAKS for additional information.)

CWS HW#1 - Unit Topic/Theme - In selecting your unit topic, consider lessons that you have already developed and that will fit within the standards for the grade level. It’s advisable to select a theme that will allow you to integrate teaching of skills and concepts.

CWS HW#1 - Unit Outline - You will look at the standards for the grade level and develop your unit objectives from there.

Example If you are in a second grade field, select a 2nd grade lesson you developed, like telling time to the half hour -- go to the standards for the grade level and identify standards and objectives that relate to the same topic or theme. The standards/objectives you identify will be incorporated into your unit outline on the theme of "telling time".

Unit Objectives – In order to develop effective unit objectives, refer to the article, Objectives that Students Understand. The article can be found in the Content area of OAKS. Hint – Lesson objectives should translate into a skill or concept that the students will demonstrate in a specific lesson and one that you can assess. Be sure your objective is not too broad or too narrow.

Sample 2nd grade objective (Time Unit) - Using a manipulative “Judy” clock, the students will identify time to the nearest hour and half-hour.

Sample 4th grade objective (Weather Unit) - The student will compose a poem summarizing the processes of the water cycle.

CWS HW#2 - Contextual Factors - Background Description of Students (one or two paragraphs) - Given the information that you are able to access from your field class, describe contextual factors or background information of the students.

CWS HW#2 - Implementation of INCLUDE (Refer to chapter 5 for a full description of the INCLUDE strategy.)

Step 1 (I) – Identify Classroom Demands & Map - Use information from this course, other courses and the professional literature to address classroom demands for your ideal classroom. Include citations where appropriate. You may use an on-line map tool or draw your map by hand.

CWS HW#2 - Steps 2 – 4 (N, C & L) - Case Study Student – Go to the content area of OAKS and select one of the case study students. (Look at the list of cases on OAKS and then find the description in the PDF of cases.) Put the description along with your analysis into your CWS. When analyzing the case study student's needs (steps 2 – 4 of INCLUDE), use the information that you have been provided and expand upon it based upon what you have been learning and your own research.
CWS HW#3 - Lesson Plan – From your unit outline, select one lesson for this project which can be incorporated into a series of lessons (based upon the unit outline) related to the same topic. Include standards and objectives for these future lessons. Picture it as a week or two long series of lessons on a topic where you would pre- and post assess the students on the content.

**Topic Examples** - Sometimes the unit topics relate to a specific area of study within a content area -- like fractions, Poetry, Persuasive Writing, etc. Or the topic can be based upon a theme which could be integrated with other subject areas --- Early explorers, Native Americans, Weather, Plants, Animals, etc. You must check the standards for your grade level to determine the topic. Your cooperating teacher may be able to give you an idea of a series of related lessons.

CWS HW#3 - One Lesson Plan - From at least one of your unit objectives, develop one detailed lesson plan which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

CWS HW#3 - Step 5 (U) – Use Information to Brainstorm Adaptations (Refer to chapter 5) - Use information gathered to brainstorm adaptations for your case study student. (Cite appropriate and comprehensive adaptations from the professional literature.) The focus of step 5 is to BRAINSTORM possible accommodations and/or modifications as you would when working with a child study team. IDEA stipulates that two types of adaptations may need to be made for students with disabilities - accommodations or modifications.

**Accommodations** - “services & support provided to help students gain full access to class content, instruction, & to demonstrate accurately what they know” (Nolet & McLaughlin, 2000).

- **By-pass strategies** – Consider your case study student’s strengths and needs identified in steps 2 – 4 of INCLUDE. Determine strategies that will enable your student to bypass a weakness by utilizing a strength.
- **Classroom teaching & organization** – Consider step 1 of INCLUDE – Identifying classroom demands. What are some ways you can accommodate your case study student’s academic, physical, social and emotional needs? For example, your case study student may need preferential seating.
- **Intensive instruction on basic skills and/or learning strategies** - Many students with special needs lack basic skills, pre-skills and learning strategies. Determine accommodations for your case student that can address his/her specific needs.

**Modifications** - “…content expectations are altered & the performance outcomes expected of students are changed” (Nolet & McLaughlin, 2000).

- Typically used for students with severe behavioral and/or cognitive challenges.
- Curricular expectations of general education are inappropriate. The student will need the curriculum level adjusted. The student will not be working on grade level.
- Simplifying content inappropriately can lead to watered down curriculum

*Unless your case study student is severely disabled, you will not need to make modifications. If so, you can omit modifications from your CWS.*

CWS HW#3 - 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) This list will likely be shorter than the list you developed in step 5. Here you are determining the strategies you plan to implement.

- Select age-appropriate adaptations
- Select adaptations you agree with effectiveness
- Select the easiest accommodations first
- Select adaptations with demonstrated effectiveness
CWS HW#3 - Step 7 (E) - Evaluate (case study) student progress

Explain how you will track or assess strategy effectiveness. In other words, how will you monitor your case study student’s use of strategies you put in place in steps 5 and 6? **Examples** – observations; grades; analysis of student work; portfolios; ratings; checklists.

CWS HW#1- Unit Assessment - For this assignment, provide a brief, 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. (During your internship, you will complete the table in the grayed out section below.)

CWS HW#1- Activities/Strategies/Materials/Resources - In the provided table, describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A) that are addressed.

CWS HW#3 - 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, briefly summarize each reference in annotated or paragraph form. APA style should be correctly used throughout the CWS [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)

APA Annotated Bibliography - [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)

"A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on paraphrasing sources.
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? For more help, see our handouts on evaluating resources.
- **Reflect:** Once you’ve summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

**Suggested Resources**

**Course texts**
- The Friend text as well as texts from other courses.

**Professional Journals**
- Intervention in School and Clinic
- Teaching Exceptional Children
- Exceptional Children
- Journal of Learning Disabilities
- Learning Disabilities Quarterly
- Reading and Writing Quarterly
- Education Leadership
- Learning Disabilities Focus
- Remedial and Special Education.

**Professional Websites**
- Teaching LD - [http://teachingld.org/](http://teachingld.org/)

**Professional Videos & Conferences**

*Only research-based practice is to be cited within the CWS. Materials and lesson activities should not be included in the annotated bibliography.*
EDEE 409 CWS Homework #1

CWS – Unit Topic, Unit Outline, Unit Activities & Unit Assessment

Assignment: Using SC Curriculum Standards and information from your field class, develop a draft of your unit topic along with the corresponding “Unit Outline” (with standards and objectives) and the “Activities, Strategies & Materials Outline.” You should be able to insert these sections into your CWS. Once completed, the remaining work will focus on your case study student (a student with special needs from your class roll), lesson plan, unit assessment description and research based practice using the INCLUDE model and outside resources.

Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams.

TT2: Candidate Work Sample

Teacher’s Name _____________________Grade Level __________________
School_____________________________ Year________________________

CWS Section I:

Unit Topic or Title (from the long-range plan (LRP), key element 1.C)

CWS Section III: Unit Plan (Part A) (key element 2.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 (Key element 2.A)</th>
<th>Correlated Standards/Expectations</th>
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CWS Section III, Part B (key elements 3.A and 3.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. (During your internship, you will complete the table in the grayed out section below.)

CWS Section III, Part D (key elements 2.B):

Activities/Strategies/Materials/Resources
Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A – Unit Outline) that are addressed.

<table>
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<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
<th>Unit Objective Number(s)</th>
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EDEE 409 CWS Homework #2

CWS – Contextual Factors, Case Study Student Analysis & Classroom Map

Assignment: Based upon your field class and your cooperating teacher’s long range plan (LRP), examine the learning needs of your class and of your case study student. Be sure to address steps 1 – 4 of INCLUDE, incorporating all sections of the bulleted outline below. *Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams.*

TT2: Candidate Work Sample

Teacher’s Name _____________________ Grade Level __________________
School_____________________________ Year________________________

A. CWS Section II: Contextual Factors (Based upon your cooperating teacher's long range plan and school demographic information.)

B. Background Description of Students (one or two paragraphs)

C. (Step 1) (I)- Identify Overall Classroom Demands (Complete each section and bulleted categories below)

  Classroom Organization (UDL Principles 1, 3, 4, 7, 8, 9)
  - Classroom Arrangement
  - Classroom routines and procedures
  - Classroom climate
  - Behavior management
  - Use of time

  Classroom Grouping (UDL Principles 8, 9)
  - Whole groups
  - Small groups (types)
  - Individual instruction
  - Peer groups

  Instructional Materials (UDL Principles 1, 6, 7)
  - Textbooks
  - Manipulatives
  - Models
  - Technology

  Instructional Methods (UDL Principles 1, 2, 3, 4, 5, 6)
  - Direct Instruction
  - Indirect instruction
  - Scaffolding
D. Case study student description and analysis

In a paragraph, describe your case study student.

Use steps 2 – 4 of the INCLUDE strategy to analyze your case study student’s learning needs.

a. Step 2 (N) – Note Strengths: & Needs of Case Study Student (UDL Principles 1 – 7)
   - Academics
   - Social-emotional development
   - Physical development

b. Step 3 (C) - Check for Potential Successes of each Student (UDL Principles 1 – 7)
   - Case study student’s strengths
   - Potential Areas of Case Study Student Success

c. Step 4 (L) – Look for Potential Problems (Mismatches) (UDL Principles 1 – 7)

E. Classroom map – Ideal arrangement based upon your students’ learning & behavioral needs.

(This can be drawn by hand or using an on-line tool.)

http://classroom.4teachers.org/
CWS – Lesson Plan, Case Study Student Adaptations & Research-Based Strategies

Assignment: Based upon your unit outline, include one detailed lesson plan, along with appropriate adaptations (i.e. accommodations and/or modifications) for your case study student. Include an APA reference page of your research-based strategies, along with an annotated bibliography of each source cited. Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams.

One Lesson Plan - One detailed lesson plan which includes substantial accommodations using steps 5 – 7 of the INCLUDEE strategy and the student described in your case study.

Step 5 (U) – Use Information to Brainstorm Adaptations (Provide Citations)
Accommodations

Modifications

Step 6 (D) - Decide upon Adaptations

Step 7 (E) - Evaluate (case study) student progress

Annotated Bibliography and APA Reference Page

- APA Reference Page - Cite at least 5 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites). APA style help - http://owl.english.purdue.edu/owl/resource/614/01/

- Annotated Bibliography - Write a one paragraph summary of each source included in your reference page. APA Annotated Bibliography Help - http://owl.english.purdue.edu/owl/resource/614/01/
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<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>
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<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>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
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<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
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</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
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 educator 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

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