College of Charleston
EDFS 741 – Educational Procedures for Students with Learning Disabilities
3 Graduate Credits ~ Spring 2011

Meeting Day/Time: Tuesdays from 4:00 pm to 6:45 pm
Location: Education Center #201
Instructor: Dr. Mary C. Provost
Office Hours: Mondays and Tuesdays 1:00 p.m. to 3:30 p.m.; and, by appointment
Office: 86 Wentworth Street, Room 318
Phone: (O) 953-7433; (H) 849-2650; (Fax) 953-8109; (C) 327-1870 – use cell number voice and texting only in an emergency
E-mail: provostm@cofc.edu or mcprovost@bellsouth.net (best means of contact is via email)

Course Pre-requisites:
EDFS 710 Introduction to Exceptional Children and Youth and EDFS 740 Characteristics of Students with Learning Disabilities and/or equivalent or permission of the instructor

Course Description:
This course encompasses an in-depth study of educational procedures used to teach children and youth with learning disabilities. It includes teaching procedures, development and use of materials, and classroom management techniques.

In-Depth Course Description:
The current or prospective teacher of students with learning disabilities will learn to match instruction to learner characteristics, select empirically validated teaching models, develop instruction based on these models, and critically evaluate curricular materials and resources. Special emphasis will be placed on strategy assessment and instruction. Course participants will demonstrate skills by implementing instruction with a child or adolescent with LD and documenting the student's progress. (Note: The course participant will demonstrate his/her skills while being observed by the course instructor in an actual teaching situation – one formal lesson observation by instructor and one by classroom teacher.) This course includes 20 hours of field-based experience/practice in a public school setting.

Course Texts (4):


Strategy Manuals (must purchase through the College of Charleston Bookstore – limited access provided as a participant in this course):


Expectations and Requirements:
Policies and procedures from the College of Charleston, School of Education, Health and Human Performance will be in effect for this course. As a graduate student, you are expected to be prepared to participate in class discussions and activities. Attendance is essential for successful completion of this course. In the event of an absence, you are responsible for material missed.

Assignments should be turned into the instructor by the due date unless other arrangements have been made with the instructor prior to this date. If an assignment is turned in late, it will be at the instructor’s discretion whether or not to accept the assignment.

Performance data are collected on candidates in the MAT program using evaluative rubrics. These data are reported to our accreditation organization, The Council for Exceptional Children, in aggregate form only. The full set of CEC standards can be viewed at: http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458

Course Objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>EHHP Standard or Disposition</th>
<th>CEC Standard</th>
<th>Assignment &amp; Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and provide examples of service delivery models and the instructional groupings and methodologies for those models appropriate for students with LD;</td>
<td>VII</td>
<td>4</td>
<td>1-7, All</td>
</tr>
<tr>
<td>Describe the scope and sequence of K-12 general academic curricula in language arts and mathematics;</td>
<td>II</td>
<td>7</td>
<td>1, 4 &amp; 7</td>
</tr>
<tr>
<td>Identify appropriate adaptations and accommodations to the general curriculum, instructional methods (including content enhancements), the environment, media, and teaching materials to fit individual learner characteristics and needs in special and general education settings;</td>
<td>III</td>
<td>4, 7</td>
<td>1-7, All</td>
</tr>
<tr>
<td>Develop and/or select, implement, and evaluate instructional strategies for students with LD based on research-verified practices in: a) reading (decoding, fluency, vocabulary development, comprehension) b) oral language (listening and speaking), c) written language (spelling, handwriting, composing) d) mathematics (computation, applications, problem solving), e) cognitive strategies (applied to academic and non-academic areas), f) study and organizational skills, g) social skills, and h) critical thinking skills;</td>
<td>II, III</td>
<td>4, 5, 7</td>
<td>2-3, All</td>
</tr>
<tr>
<td>Evaluate, select, and/or develop appropriate commercial and teacher-made instructional materials, including technologies, that will enhance the learning of students with LD;</td>
<td>III</td>
<td>4, 7</td>
<td>1-7, All</td>
</tr>
</tbody>
</table>
Develop and/or select and implement methods for collecting and organizing direct and frequent measurements of student progress for use with instructional decision-making; and

| Develop and/or select and implement methods for collecting and organizing direct and frequent measurements of student progress for use with instructional decision-making; and | VI | 7, 8 | 1-3 All |

Provide students with academic and social feedback and use procedures that will promote student self-monitoring and self-management techniques.

| Provide students with academic and social feedback and use procedures that will promote student self-monitoring and self-management techniques. | VI | 4 | 2 All |

The School of Education, Health and Human Performance (EHHP) Conceptual Framework

Our vision 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.

Teaching and Learning Standards

- **Standard I:**
  Evidence theoretical and practical understanding of the ways learners develop.

- **Standard II:**
  Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

- **Standard III:**
  Evidence a variety of strategies that optimize student learning.

- **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 VI:**
  Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

- **Standard VII:**
  Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.

Dispositions

Our Values in Action

- We believe that all students can learn.
- We value and respect individual differences.
- We value positive human interactions.
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- We are committed to inquiry, reflection and self-assessment.
- We value collaborative and cooperative work.
- We are sensitive to community and cultural context.
- We engage in fair, responsible and ethical practice.

Council for Exceptional Children (CEC) – Standards attached
Course Assignments:
1. Attendance/participation: Class sessions will include discussions, demonstrations, small group activities, and other interactive techniques. Students are expected to read assignments prior to class and participate in these activities. These activities are essential for the development of complex concepts addressed in this course.
2. Learning Strategy: Students will implement a research-based learning strategy with an individual or small group of students with identified LD. A log of instruction and folder of student performance (charts and scoring sheets) will be submitted to the instructor.
3. Strategy Development (in small groups): Students will generate original cognitive and/or metacognitive strategies which target a variety of academically-related tasks for students with LD in grades ranging from K-12. Five strategies will be created in small groups during the semester.
4. Setting Demand Assessment: Students will assess the demands of a general education setting of one student with LD. The assessment will include curricular, instructional, and environmental components.
5. *Field Experience Notebook: Students will complete 20 hours of field experience/practice in a public school setting. They will keep a log of hours, anecdotal notes of classroom observations, and copies of (2) formal lesson observations (one conducted by classroom teacher and the other by the instructor).
6. Strategy Demonstration: Students will create/develop one learning strategy for a typical academic and/or socially relevant task and demonstrate the new strategy for classmates. The strategy must be original. The demonstration should be planned for no more than 10 to 15 minutes, involve class members, and include a handout with the strategy description and six stages of the SRSD model addressed. Classmates will be expected to ask questions that reflect their understanding of the SRSD model. These demonstrations will serve as the final exam for the course.
7. Quizzes: Students will demonstrate competence with assigned readings by completing 8 short quizzes across the semester. The quizzes will be administered at the beginning of the assigned course meeting date (see course calendar for specific dates) and may not be made up in the event of an absence.

Course Assignments and Corresponding Points:
Attendance/Participation (2 points per class meeting) 30
Learning Strategy 100
Strategy Development (5 @ 10 points each) 50
Setting Demand Assessment 50
*Field Experience Notebook 50
Strategy Demonstration 50
Quizzes (8 @ 10 points each) 80
Total Points: 410

** Note concerning Field Experience Requirement and Notebook: Students who are registered in EDFS 741 who are not MAT Program students and/or Degree-seeking may not have the opportunity to complete 20 hours of observation/field practice. Students in these categories need to meet privately with the course instructor to discuss an alternate assignment.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>(93% and above)</td>
</tr>
<tr>
<td>B+</td>
<td>(88% to 92.9%)</td>
</tr>
<tr>
<td>B</td>
<td>(83% to 87.9%)</td>
</tr>
</tbody>
</table>
Course Calendar (subject to change at discretion of the instructor):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11-11</td>
<td>Overview of course, syllabus, and rubrics</td>
<td>Read chapters 1-2 and 12 of Reid &amp; Lienemann text for 1/18</td>
</tr>
<tr>
<td>1-18-11</td>
<td>Historical perspective of strategy development and research</td>
<td>Read chapters 3-4 of Reid &amp; Lienemann text for 1/25</td>
</tr>
<tr>
<td>1-25-11</td>
<td>Self-Regulated Strategy Development (SRSD) Model; Quiz 1</td>
<td>Read chapters 5-7 of Reid &amp; Lienemann text for 2/1</td>
</tr>
<tr>
<td>2-1-11</td>
<td>Self-Regulation Strategies (overview, implementation and integration); Quiz 2</td>
<td>Read chapter 9 of Reid &amp; Lienemann text for 2/8</td>
</tr>
<tr>
<td>2-8-11</td>
<td>Designing and using cognitive and metacognitive strategies</td>
<td>Preview the <em>Word Identification Strategy</em> manual and be prepared to learn the strategy on 2/15</td>
</tr>
<tr>
<td>2-15-11</td>
<td><em>The Word Identification Strategy</em></td>
<td>Read chapter 8 of the Reid &amp; Lienemann text for 2/22</td>
</tr>
<tr>
<td>2-22-11</td>
<td>Writing cognitive and metacognitive strategies; writing reading and writing strategies; Quiz 4</td>
<td>Preview the <em>LINCS Vocabulary Strategy</em> manual and be prepared to learn the strategy on 3/1</td>
</tr>
<tr>
<td>3-1-11</td>
<td><em>The LINCS Vocabulary Strategy</em></td>
<td>Work on pending assignments</td>
</tr>
<tr>
<td>3-8-11</td>
<td>Spring Break</td>
<td>Read chapters 4-5 of the Gurganus text and chapter 10 of the Reid &amp; Lienemann text for 3/15</td>
</tr>
<tr>
<td>3-15-11</td>
<td>Teaching math to students with learning disabilities; Math strategies; Quiz 5</td>
<td>Read chapters 6-7, skim content strand information pages 245-347, of the Gurganus text for 3/22</td>
</tr>
<tr>
<td>3-22-11</td>
<td>Teaching math to students with learning disabilities – continued; writing math strategies; Quiz 6</td>
<td>Read chapter 11 of Reid &amp; Lienemann text for 3/; Setting demand assessment due 3/22</td>
</tr>
<tr>
<td>3-29-11</td>
<td>Teaching math to students with learning disabilities – continued; writing math strategies</td>
<td>Outside reading for 4/5</td>
</tr>
<tr>
<td>4-5-11</td>
<td>Supporting content area instruction and learning for students with learning disabilities (study skills, test taking strategies, etc.); writing content area, study and test taking strategies; Quiz 7</td>
<td>Outside reading for 4/12</td>
</tr>
<tr>
<td>4-12-11</td>
<td>Supporting the behavior of students with learning disabilities; writing behavior strategies; Quiz 8</td>
<td>Outside reading for 4/19</td>
</tr>
</tbody>
</table>
4-19-11 Supporting the transition of students with learning disabilities; **writing transition strategies**

4-26-11 Final course meeting day – Strategy Demonstrations

**Resources/Websites of Interest:**

- Council for Learning Disabilities  
- Division for Learning Disabilities (Council for Exceptional Children)  
- The IRIS Center  
- Learning Disabilities Association of America  
- National Joint Committee on Learning Disabilities  
  [http://www.ldonline.org/about/partners/njcld](http://www.ldonline.org/about/partners/njcld)
- Self-Regulated Strategy Development (SRSD) Model  
  [http://www.unl.edu/csi/](http://www.unl.edu/csi/)
- University of Kansas Center for Research on Learning  
- What Works Clearinghouse  

**Partial List of Sources used for Course Development:**


**Supplemental Reading List and Resources:**


Learning Strategy Intervention/Paper – Rubric (100 points)

Name: ________________________________

Strategy: ________________________________

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>____/5</td>
<td>Organization of paper: includes cover page with your name, the name of the strategy, and dates of intervention; and, a table of contents with corresponding page numbers</td>
<td>Overall paper/writing lacks organization or lacks clarity, many errors in grammar and mechanics (0-3)</td>
<td>Paper is organized, includes all required components and overall writing conveys information in a logical and clear manner, but style not at expected level or errors of mechanics (4)</td>
<td>Paper is well organized, includes all required components and overall writing is clear and professional in style, no notable errors of grammar or mechanics (5)</td>
</tr>
<tr>
<td>____/10</td>
<td>Description of student(s): includes characteristics of student(s) – learning strengths/weaknesses, current academic and strategic functioning (global and in area targeted for intervention), and justification for strategy selection/intervention</td>
<td>Description of student(s) is missing required information (0-7)</td>
<td>Description of student(s) addresses all required components (8)</td>
<td>Description of student(s) thoroughly addresses all required components (9-10)</td>
</tr>
<tr>
<td>____/55</td>
<td>Narrative description of: 1. pretest data; 2. instructional log of each lesson’s implementation with impact on performance; 3. posttest data; 4. summary of intervention’s success; 5. reflection on implementation process</td>
<td>Narrative description of pretest data, instructional log, posttest data, summary and reflection may be incomplete and/or not reflect intervention and student performance (0-40)</td>
<td>Narrative description of pretest data, instructional log, posttest data, summary and reflection reflect intervention and student performance (41-50)</td>
<td>Narrative description of pretest data, instructional log, posttest data, summary and reflection accurately reflect intervention and student performance (51-55)</td>
</tr>
<tr>
<td>____/20</td>
<td>Artifacts/resources: include all artifacts, instructional materials and resources used in learning strategy intervention</td>
<td>Multiple artifacts, instructional materials and resources are missing from paper (0-18)</td>
<td>All artifacts, instructional materials and resources are included (19-20)</td>
<td></td>
</tr>
<tr>
<td>____/10</td>
<td>Documentation and formal observation(s) demonstrate accurate use of the strategy, intervention and feedback</td>
<td>Documentation and formal observation(s) demonstrate inaccurate use, intervention and feedback of instruction in learning strategy OR are missing (0-7)</td>
<td>Documentation and formal observation(s) demonstrate generally accurate use, intervention and feedback of instruction in learning strategy (8-9)</td>
<td>Documentation and formal observation(s) demonstrate accurate use, intervention and feedback of instruction in learning strategy (10)</td>
</tr>
</tbody>
</table>
Setting Demand Assessment/Report – Rubric (50 points)

Name: ______________________________

**Directions:** Select one student eligible for special education services through programs designed for students with learning disabilities and observe him/her in a general education setting. If possible, interview the student, and the general education teacher and the special education teacher providing service. Write a report that summarizes your observation, interviews and impressions which is linked to what you have learned concerning the elements of setting demands on student performance.

<table>
<thead>
<tr>
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<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>___/10</td>
<td>Description of Student: Provide a detailed description of the student selected for this assignment which includes: 1. historical perspective (years in special education, models of service delivery); 2. demographic information (include ethnicity, gender, SES, grade, etc.); 3. academic strengths and weaknesses; 4. nonacademic strengths and weaknesses; 5. strategy use, if any</td>
<td>Description of student is missing required information (0-7)</td>
<td>Description of student addresses all required components (8)</td>
<td>Description of student thoroughly addresses all required components (9-10)</td>
</tr>
<tr>
<td>___/5</td>
<td>Description of Setting-Classroom Environment includes: 1. seating chart which shows location of student with respect to teacher and other students 2. number of students in class 3. room arrangement 4. other environmental factors related to learning (windows, noise, heat or a/c, computer access, etc.)</td>
<td>Description of setting/classroom environment is missing required information (0-3)</td>
<td>Description of setting/classroom environment addresses all required components (4)</td>
<td>Description of setting/classroom environment thoroughly addresses all required components (5)</td>
</tr>
<tr>
<td>___/5</td>
<td>Description of the Curriculum includes: 1. unit of study, lesson content, concepts or skills 2. vocabulary, textbook, written materials, technology 3. How is mastery of content measured? 4. How are homework and other assignments used?</td>
<td>Description of curriculum is missing required information (0-3)</td>
<td>Description of curriculum addresses all required components (4)</td>
<td>Description of curriculum thoroughly addresses all required components (5)</td>
</tr>
<tr>
<td>___/10</td>
<td>Description of Instruction includes: 1. What teaching methods were used? 2. How did students respond? 3. How was feedback provided? 4. What prior knowledge was expected? 5. Were any special instructional strategies employed? 6. What percentage of time was used for student engaged learning? 7. How did the teacher convey lesson expectations? 8. How did the teacher require thinking or prompt strategy use?</td>
<td>Description of instruction is missing required information (0-7)</td>
<td>Description of instruction addresses all required components (8)</td>
<td>Description of instruction thoroughly addresses all required components (9-10)</td>
</tr>
</tbody>
</table>
### Summarization of Setting Demands

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Components 1-7</th>
<th>Components 8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Summarization of setting demands includes: Key points you would share at an IEP meeting which include class participation demands, written material, mode of teacher presentation, assignments, assessments and expectation demands on student</td>
<td>Summarization of setting demands is missing required information</td>
<td>Summarization of setting demands thoroughly addresses all required components</td>
</tr>
<tr>
<td></td>
<td>Recommendation includes: A description and justification for two strategies, accommodations and/or modifications that would be appropriate for the student in the specific setting</td>
<td>Recommendation is missing required information</td>
<td>Recommendation thoroughly addresses all required components</td>
</tr>
<tr>
<td></td>
<td>Mechanics (Writing, Grammar, Organization, Clarity)</td>
<td>Overall writing lacks organization or lacks clarity, many errors in grammar and mechanics</td>
<td>Overall writing conveys concepts in logical and clear manner, but style not at expected level or errors of mechanics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall writing is clear and professional in style, no notable errors of grammar or mechanics</td>
<td></td>
</tr>
</tbody>
</table>
Strategy Development (in small groups)
(5 original strategies @ 10 points each)

Name: ______________________________  Strategy: __________________________________

Directions:
Students will generate original cognitive and/or metacognitive strategies which target a variety of academically-related tasks for students with LD in grades ranging from K-12. Five strategies will be created in small groups during the semester.

<table>
<thead>
<tr>
<th>Points</th>
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<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>____/2</td>
<td>Cue card with graphic</td>
<td>The cue card may not include a graphic representation that serves as a prompt or indicator of the task/strategy (0)</td>
<td>The cue card will include a graphic representation that will serve as a prompt or indicator of the task/strategy (1)</td>
<td>The cue card will include a graphic representation that will serve as an explicit prompt or indicator of the task/strategy (2)</td>
</tr>
<tr>
<td>____/7</td>
<td>Mnemonic (no more than 7 steps)</td>
<td>The mnemonic strategy may not be clear, concise, written from the student perspective and/or support an instructional need of students with LD (0-5)</td>
<td>The mnemonic strategy is clear, concise, written from the student perspective and supports an instructional need of students with LD (6)</td>
<td>The mnemonic strategy is clear, concise, written from the student perspective and directly supports an instructional need of students with LD (7)</td>
</tr>
</tbody>
</table>
| ____/1 | Clearly written and logical      | The strategy may not be clearly written (spelling or grammatical errors) or relevant to supporting the needs of students with LD (0) | The strategy is clearly written (no spelling or grammatical errors) and is relevant to supporting the needs of students with LD (1) |}

13
Field Experience/Practice Log – Rubric (50 points)

Name: ____________________________

School: ____________________________________________________________________________

Supervising Classroom Teacher: __________________________ Grade(s): ______________________

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>___/10</td>
<td>The original signed log of hours by date and time for field experience for EDFS 741 is included (minimum of 20 hours)</td>
<td>An incomplete form and/or log of hours is missing from the assignment (0)</td>
<td></td>
<td>A completed signed log of hours by date and time is included (10)</td>
</tr>
<tr>
<td>___/34</td>
<td>Anecdotal notes of observations (in paragraph form by date – may be neatly handwritten and/or word processed) and any general impressions that the student would like to share with the instructor</td>
<td>Anecdotal notes are missing for each classroom observation; no impressions are shared with the instructor (0-25)</td>
<td>Anecdotal notes are written describing each classroom observation; general impressions are shared with the instructor as the student feels appropriate (26-30)</td>
<td>Clear and concise anecdotal notes are written describing each classroom observation; general impressions are shared with the instructor as the student feels appropriate (31-34)</td>
</tr>
<tr>
<td>___/3</td>
<td>Lesson observation by instructor (copy)</td>
<td>Formal documentation of lesson observation and/or lesson plan are not included in log (0)</td>
<td></td>
<td>Formal documentation of lesson observation is included in log with accompanying lesson plan (3)</td>
</tr>
<tr>
<td>___/3</td>
<td>Lesson observation by classroom teacher (copy)</td>
<td>Formal documentation of lesson observation and/or lesson plan are not included in log (0)</td>
<td></td>
<td>Formal documentation of lesson observation is included in log with accompanying lesson plan (3)</td>
</tr>
</tbody>
</table>
Field Experience/Practice Log – Signed Log (*minimum* of 20 hours of observation)

Name: ________________________________

School: ____________________________________________________________________________

School address and phone number: ____________________________________________________________________________

_____________________________________________________________________________________

School hours: ____________________________________________________________________________

Supervising Classroom Teacher: ____________________________________________________________________________

Grade(s): __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Supervising Classroom Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Total Hours:**
## Original Strategy Development and Demonstration – Rubric (50 points)

**Name:** ____________________________

**Directions:** Students will create/develop one learning strategy for a typical academic and/or socially relevant task and demonstrate the new strategy for classmates. The strategy must be original. The demonstration should be planned for no more than 10 to 15 minutes, involve class members, and include a handout with the strategy description and six stages of the SRSD model addressed. Classmates will be expected to ask questions that reflect their understanding of the SRSD model. These demonstrations will serve as the final exam for the course.

<table>
<thead>
<tr>
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<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>/30</strong></td>
<td>Creation of an original learning strategy appropriate for supporting a typical academic or socially relevant task expected of students with learning disabilities in a k-12 setting. The strategy includes: a rationale for learning, targeted population, a task/skill-related assessment, and a plan for presentation (teaching procedures – modeling, guided practice, independent practice, evaluation plan, and plan for maintenance and generalization)</td>
<td>The strategy created by the student may not be appropriate for supporting an academic or socially relevant task of students with learning disabilities in a k-12 setting and/or include all required components (0-22)</td>
<td>The strategy created by the student is appropriate for supporting an academic or socially relevant task of students with learning disabilities in a k-12 setting and includes all required components (23-28)</td>
<td>The strategy created by the student is very appropriate for supporting an academic or socially relevant task of students with learning disabilities in a k-12 setting and includes all required components (29-30)</td>
</tr>
<tr>
<td><strong>/10</strong></td>
<td>Demonstration of strategy will be well-planned, organized and presented, actively involve class members, and adhere to time limits</td>
<td>Demonstration of the strategy may not address and adheres to all required components (0-7)</td>
<td>Demonstration of the strategy addresses and adheres to all required components (8)</td>
<td>Demonstration of the strategy thoroughly addresses and adheres to all required components (9-10)</td>
</tr>
<tr>
<td><strong>/10</strong></td>
<td>Handout of strategy will include a current reference list in APA style, offer clear and useful guidelines for implementing the strategy, provide a brief, accurate description of the strategy and its use, and, be written neatly and without errors in grammar, punctuation, and/or mechanics.</td>
<td>Handout of the strategy may not be an accurate description that addresses all required components (0-7)</td>
<td>Handout of the strategy is an accurate description which addresses all required components (8)</td>
<td>Handout of the strategy is an accurate description which thoroughly addresses all required components (9-10)</td>
</tr>
</tbody>
</table>
EDFS 741 – spring 2011

College of Charleston
School of Education, Health and Human Performance
Special Education Programs

Release Form for Student Work Viewing

By signing this release form, I authorize the College of Charleston’s Special Education Programs to use the work sample specified below for the education of teachers, evaluation of instructors, program feedback, and accreditation reports and displays.

Work: ____________________________________________________________

Student Name (printed): ____________________________________________

Course: EDFS 741 - Educational Procedures for Students with Learning Disabilities

Term: Spring 2011

Instructor: Dr. Mary C. Provost

Signed: ___________________________ Date: ____________________________

Initial one:

_____ Please remove my name from the work.

_____ I prefer my name remain attached to the work.
By signing this release form, I authorize Dr. Mary C. Provost to use the work sample specified below in publications designed to inform the research-base and/or support the education of teachers and students with and without disabilities.

Work (learning strategies): ______________________________________________________________

Student Name (printed): ______________________________________________________________

Preferred Affiliation, if other than Graduate Student at the College of Charleston): __________

Course: EDFS 741 - Educational Procedures for Students with Learning Disabilities

Term: Spring 2011

Instructor: Dr. Mary C. Provost

Signed: ________________________________ Date: ________________________________

Please note: if your original work is use in part or in full, credit will be given to you as the author of the work. For example, the phrase printed with permission of author and then your name/affiliation (graduate student at the College of Charleston, spring 2011).
**Alternate Assignment: IRIS Modules**  
*(In lieu of Field Experience/Practice Log – Rubric)*  
50 points

**Directions:** Students will view 5 modules related to teaching strategies and/or interventions addressing the needs of individuals with learning disabilities on the IRIS website. See the rubric below for specific components.

Name: ________________________________

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>___/5</td>
<td>General information: Name of module, date(s) viewed, time involved in completion</td>
<td>Several pieces of required are missing for this component (0-3)</td>
<td>The majority of the information required for this component is included for each module (4)</td>
<td>All information required for this component is included for each module (5)</td>
</tr>
<tr>
<td>___/20</td>
<td>Summary of content included in the module</td>
<td>The summaries do not highlight important aspects of the module(s) or may not be complete and concise (0-15)</td>
<td>A relatively complete and concise summary of the important aspects of each module is included (16-18)</td>
<td>A complete and concise summary of the important aspects of each module is included (19-20)</td>
</tr>
<tr>
<td>___/5</td>
<td>Critique of presentation modes used in module (strengths/weaknesses)</td>
<td>The critiques do not describe the strengths and/or weaknesses of the presentation modes used in each module or demonstrate critical thinking (0-3)</td>
<td>The majority of the critiques of the presentation modes used in each module demonstrate critical thinking and participation (4)</td>
<td>The critiques of the presentation modes used in each module demonstrate critical thinking and participation (5)</td>
</tr>
<tr>
<td>___/20</td>
<td>Reflection on what you learned from the module and how you might apply this to the students with whom you currently work</td>
<td>The reflections do not demonstrate critical thinking and application of what you learned from the process (0-15)</td>
<td>The majority of the reflections for each module demonstrate critical thinking and application of what you learned from the process (16-18)</td>
<td>The reflections for each module demonstrate critical thinking and application of what you learned from the process (19-20)</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:** EDFS 741 has an integrated field experience component (20 hours) as part of the degree and certification requirement for the MAT in special education. Some students taking this course may not need twenty hours of field experience as they may already be teaching in a special education classroom for students with learning disabilities or have documentation from the state that the field requirement will be waived for add-on certification purposes. It is also possible, that students will take this course as non-degree seeking for recertification credit and not need additional field hours. Due to these circumstances, a modified rubric and assignment are being provided to allow these ‘special’ students the opportunity to capture the points available for the log assignment rather than weighting other course assignments differently.