<table>
<thead>
<tr>
<th>Class</th>
<th>ECTR 212 - Tuesdays 7:00 – 9:45 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays &amp; Wednesdays 10:45 am to 1:15 pm By appointment.</td>
</tr>
<tr>
<td>Office Location</td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td>Phone/Email</td>
<td>Office - (843) 953-8054 <a href="mailto:hay@cofc.edu">hay@cofc.edu</a></td>
</tr>
<tr>
<td>Course Description</td>
<td>The emphasis of the course is on inclusion strategies for special needs students in regular classrooms. Appropriate referral and instructional strategies will be analyzed and explored.</td>
</tr>
<tr>
<td>Prereqs.</td>
<td>Focus I and II Semester Coursework</td>
</tr>
</tbody>
</table>

Due to the nature of the course and assignments, EDEE 606 should be taken during the final semester of coursework prior to clinical internship. Students should be proficient in lesson planning. Students in their first semester of education coursework will not be able to take the course.

<table>
<thead>
<tr>
<th>Course Texts &amp; Resources</th>
<th>Required Texts/Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Friend, Chapter Five (on OAKS) – INCLUDE Strategy</td>
</tr>
</tbody>
</table>

1. How to Differentiate Instruction in Mixed-ability Classrooms


5. Selected Readings on OAKS
6. 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.

Publication Manual of the American Psychological Association (5th Ed.). or use the OWL at Purdue for APA style - [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ETC 1 - UNDERSTANDING AND VALUING THE LEARNER</strong></td>
<td></td>
</tr>
<tr>
<td>1. Describe the characteristics, which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4</td>
<td></td>
</tr>
<tr>
<td>2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstration of School of Education Dispositions</td>
</tr>
<tr>
<td>2. Completion of all assigned readings,</td>
</tr>
<tr>
<td>3. Completion of all assignments, projects, and field experience hours.</td>
</tr>
<tr>
<td>4. Use of OAKS for assignment submission.</td>
</tr>
<tr>
<td>5. Proficient in lesson planning.</td>
</tr>
</tbody>
</table>

**Honor System:**

Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct (2003/2004) both in your coursework and as a representative of the College of Charleston 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.

Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:

1) Belief that all students can learn.
2) Value and respect individual differences.
3) Value positive human interactions.
4) Intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
5) Commitment to inquiry, reflection, and self-assessment.
6) Value collaborative and cooperative work.
7) Sensitivity to community and cultural contexts.
8) Responsible and ethical practice.

As EDEE is a dual program, in that we certify 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, etc.)

**Policies**  

**Required Technology**

Enrollment in this course requires you utilize the following computer applications:

a. Internet (www)  
b. OAKS via Internet  
c. Microsoft PowerPoint  
d. Word Processing

All of the above listed computer applications are available in the College of Charleston managed
computer labs located in JC Long, the Library, and various other campus locations. Therefore, if you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed computer applications please consult with the course instructor to arrange tutoring.

**Attendance is vital in this course.** Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Arriving late and leaving early is unacceptable and will be considered a \( \frac{1}{2} \) absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. Two absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. After the second absence, the student’s grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.

**Personal Communication Devices/Laptops:** Please keep cell phones and laptops stowed away during class, with the exception of times when groups collaborate on projects.

### Course Assignments:

1. **IRIS Center Modules 10%**
   ETC 1 – Objectives 1 – 4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE
   IRIS Center Assignments - See attached description below.

2. **Participation (10%)**
   A. **In-Class Participation (Daily)** Active participation and regular attendance are expected. Be prepared to share and discuss relevant concepts from each chapter.
   
   B. **Disability Topics & Other Diverse Learning Needs -- Presentations & Tip Sheets**
   
   With a partner, select a tip sheet topic (below) and lead the class in a brief discussion (10 – 15 minutes). Provide your classmates a one-page tip sheet based upon your research. Topics will be presented as each chapter is discussed in class. (Topics selected must be different than the one to be presented during your awareness presentation.)

   **Suggested Resources** – Course text (s), IRIS Center, Websites, Articles, OAKS Content


3. **Awareness Project & Presentation (20%)**
   Individually or with a partner, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with a specific special need. **(See detailed description attached and on OAKS.)**

   **Individual Awareness Research** – Each group member, will review resources (websites, articles, books) and review children’s literature related to the topic. Provide a brief synopsis of each resource.

   **Group Pamphlet & Presentation** - Provide an organized and cohesive 20 – 30 minute interactive, awareness presentation. Share your awareness guide/pamphlet with the class. (ETC 1 Objectives 1-4; SC 4 & 6; ISTE)
4. Candidate Work Sample/Differentiated Unit of Instruction (20%)
You will develop a modified Candidate Work Sample (CWS) 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)

Your final CWS should be professionally compiled into a packet. The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project.

5. In class reading check ups (15%)
As noted on the syllabus, in class check ups will occur at the start of class. Check ups assess your surface understanding of the key vocabulary and concepts in the text and related readings. Check ups are to be completed upon entry to class without notes or text. Check ups will be timed – and will involve no more than fifteen minutes. Check ups cannot be made up. Each student will have the opportunity to drop one check up grade.

6. Take Home Final Exam: (25%)
This exam will cover all the material in the readings and course activities. The final focuses on the application of knowledge and skills explored during the course of the semester. It is expected that the concepts checked in the class check ups will be incorporated into the responses on the final exam. **Electronic and hard copy submission required.** (ETC 1 - objectives 1 - 4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

**Electronic and hard copy submission is required for all assignment by the assigned due dates.**

### Assignments/Points:

1) IRIS Center Modules – 10%
2) Tip Sheets & Class Participation – 10%
3) Awareness Project – 20%
4) Candidate Work Sample – 20%
5) Check Ups – 15%
6) Final Exam = 25%

**ALL assignments must be submitted electronically on OAKS by 5:00 pm and hard copies must be submitted in class on the assigned dates.**

### 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>B+</td>
<td>88 – 92%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 19</td>
<td>Syllabus &amp; Assignments</td>
<td>Read McLesky, Chap. 1</td>
</tr>
<tr>
<td></td>
<td><strong>What is Inclusion, and Why is it Important?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Case Study Student for Awareness Presentations &amp; CWS</td>
<td></td>
</tr>
<tr>
<td>August 26</td>
<td>Inclusion: Historical Trends, Current Practices, and Tomorrow’s Challenges</td>
<td>Read McLesky, Chap. 2 and articles and resources on OAKS from “Basics of Special Education.”</td>
</tr>
<tr>
<td></td>
<td>Awareness Presentation Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Disability Topics &amp; Other Diverse Learning Needs Topics for Presentations &amp; Tip Sheets</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Collaboration and Teaming</td>
<td><strong>Check Up - Chapters 1 &amp; 2</strong></td>
</tr>
<tr>
<td></td>
<td>Formal Plans and Planning Differentiated Instruction</td>
<td>Read McLesky, Ch. 10 &amp; 11; Tomlinson, Ch. 1 – 4 and OAKS resources and articles from “Families” module</td>
</tr>
<tr>
<td></td>
<td>Awareness Presentation Preparation</td>
<td>Bring awareness materials.</td>
</tr>
<tr>
<td></td>
<td>Sample Awareness Presentation</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>Planning Instruction by Analyzing Classroom &amp; Student Needs</td>
<td><strong>Check Up – Chapters 10 &amp; 11; Friend, Chapter 5</strong></td>
</tr>
<tr>
<td></td>
<td>CWS Description</td>
<td>Read McLesky, Ch 3 &amp; 4 and Articles about Students with Learning Disabilities and ADHD on OAKS.</td>
</tr>
<tr>
<td></td>
<td>Awareness Presentation Preparation</td>
<td>Bring awareness materials.</td>
</tr>
<tr>
<td></td>
<td>Sample Awareness Presentation</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Students with Learning Disabilities &amp; ADHD</td>
<td></td>
</tr>
<tr>
<td>September 23</td>
<td>Students with Intellectual &amp; Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness Presentations</strong> - Emotional Disabilities/Domestic Abuse (2nd GL) Cassie, Katherine &amp; Sarah and Autism (4th/5th) - Will &amp; Shasta</td>
<td><strong>Due: CWS HW 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness Presentations</strong> - Food Allergies (K) - Lauren A and Megan and Deaf/Blind (3rd/4th) - Riley, Lauren G, &amp; Rhett</td>
<td><strong>Due: Awareness Activity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Individual Research &amp; Group Pamphlet.</strong></td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>Students with Autism, Communication Disorders &amp; Sensory Impairments</td>
<td><strong>Check Up – Chapters 5 &amp; 6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Awareness Presentations</strong> - Food Allergies (K) - Lauren A and Megan and Deaf/Blind (3rd/4th) - Riley, Lauren G, &amp; Rhett</td>
<td>Read McLesky, Ch. 7 &amp; 8 and articles and resources on Autism, Communication Disorders and Sensory Impairments on OAKS.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Read Material</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| October 7  | Students with Physical Disabilities, Health Impairments & Multiple Disabilities  
Gifted and Talented Students  
*Awareness Presentations* - ODD (K) - Jess & Kristen  
ADHD (1st) - Erin & Maggie | Read McLesky, Ch. 9 & Articles about Health Impairments & Gifted Education on OAKS.                |           |
| October 14 | Effective Practices for Students from Diverse Backgrounds  
Two IRIS Modules (First Half) Due | *Check Up – Chapters 7, 8, & 9*  
Read McLesky, Ch. 12 & OAKS articles on Poverty, Homelessness  
Due: 2 IRIS Modules |           |
| October 21 | Learning Strategies  
Effective Instruction in the Core Content Areas: Teaching Reading, Writing and Mathematics  
Differentiating Content, Process & Products and Grading in a Differentiated Classroom  
ASCD Video Series | *Due: IRIS Center Cases and Information Briefs*  
Read McLesky, Ch. 13; Tomlinson, Ch. 11 – 14; and OAKS articles and resources on “Effective Grading Practices”  
Due: CWS HW 2 |           |
| October 28 | Effective Instruction in the Core Content Areas: Teaching Reading, Writing and Mathematics  
Differentiating Content, Process & Products and Grading in a Differentiated Classroom  
ASCD Video Series | Read McLesky, Ch. 13; Tomlinson, Ch. 11 – 14; and OAKS articles and resources on “Effective Grading Practices” |           |
| Nov. 4     | **FALL BREAK**                                                                                                    |                                                    |           |
| November 11| Effective Practices for All Students: Classroom Management  
ASCD Video Series | Read McLesky, Ch. 15 and Tomlinson Ch. 5 & 6  
Due: CWS HW 3 |           |
| November 18| Using Technology to Support Inclusion  
*Check Up – McClesky Chapters 12 & 13; Tomlinson Book*  
Read McLesky, Ch. 16  
Due: Final CWS – (Resubmit the graded section with my feedback. Significant point deductions will occur if this section is not resubmitted.) |                                                    |           |
| November 25| **Last Class**  
Share Final CWS Projects (Final)  
*Due: Final 2 IRIS Modules* |                                                    |           |
| TBA        | *Due: Final Exam*                                                                                                 |                                                    |           |
IRIS Center Modules
Complete four (4) IRIS Center Modules - 2 by Midterm and 2 by Final from the list of options below (or one you request for approval). Review how to use an IRIS Center 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 STAR 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 STAR Legacy Modules, view "How People Learn: Presenting the Learning Theory and Inquiry Cycle on Which the IRIS Modules Are Built."
Midterm IRIS Modules

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 final 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
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
With a partner, develop a 20-30 minute interactive activity to promote community, faculty, parent, and student awareness of a selected case study student (see case studies on OAKS and in your class folder) with a specific special need. The presentation should be organized and cohesive and include activities to involve the entire class. All work must be properly cited.

Part I) Individual Awareness Research
The information obtained should be used to assist in devising the presentation and pamphlet.

Website Reviews
Analyze and briefly review 10 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 review 10 children’s (picture) books or approved chapter books (every 25 pages of a chapter book will equal one picture book) If 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) Group Awareness Guide or Pamphlet
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.

Part 3) Presentation
For your presentation, identify your audience (i.e. students, parents, peers, 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.

Suggested activities - Interviews with parents, teachers, administrators; Videos; Role Plays; Simulations; Case Studies; Integration of local resources; Incorporation of research (i.e. children’s books, websites).
Post your reviews and pamphlet on the OAKS discussion board to share with the class.
Candidate Work Sample/Differentiated
Unit of Instruction for Inclusion
Description and Tip Sheet

Assignment Goal - Using information accessible from one of your field experiences 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 the case study student selected for your awareness presentation. 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.)

Candidate Work Sample Homework #1
A. 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.

B. Unit Outline - You will look at the standards for the grade level and develop your unit objectives from there. Sample Objective - 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 resources and articles on 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.

C. 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.)

D. 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.

Candidate Work Sample Homework #2
A. 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.

B. Implementation of INCLUDE
(Refer to the Friend chapter on OAKS 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.

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.

C. Classroom Map – Develop a classroom map to best meet your students’ needs.

Candidate Work Sample Homework #3

A. One Lesson Plan – From your unit outline, select one lesson for this project that 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. 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.

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.

B. Step 5 (U) – Use Information to Brainstorm Adaptations (Refer to Friend, 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).

• Bypass 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.
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. (1- Select age-appropriate adaptations; 2- Select the easiest accommodations first; 3- Select adaptations you agree with; 4 - Select adaptations with demonstrated effectiveness)

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.

C. APA citations, APA Reference Page & Annotated Bibliography - Throughout the CWS, cite at least 10 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/

APA Annotated Bibliography - 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?

Possible Resources

Course texts

Journals

<table>
<thead>
<tr>
<th>Intervention in School and Clinic</th>
<th>Teaching Exceptional Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional Children</td>
<td>Journal of Learning Disabilities</td>
</tr>
<tr>
<td>Learning Disabilities Quarterly</td>
<td>Reading and Writing Quarterly</td>
</tr>
<tr>
<td>Education Leadership</td>
<td>Learning Disabilities Focus</td>
</tr>
<tr>
<td>Remedial and Special Education.</td>
<td></td>
</tr>
</tbody>
</table>

Websites

IRIS Center- http://iris.peabody.vanderbilt.edu/
LD Online - http://www.ldonline.org/
Teaching LD- http://teachingld.org/
CHADD- http://www.chadd.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.
Assignment: Using SC Curriculum Standards and information from one of your field classes, develop a draft of your unit topic along with the corresponding “Unit Outline” (with standards and objectives) and the “Activities, Strategies & Materials Outline.” The remaining work on your CWS will focus on your awareness case study student, lesson plan, unit assessment description and research-based practice using the INCLUDE model and outside resources.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
<th>Unit Objective Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
  • Classroom Arrangement
  • Classroom routines and procedures
  • Classroom climate
  • Behavior management
  • Use of time

Classroom Grouping
  • Whole groups
  • Small groups (types)
  • Individual instruction
  • Peer groups

Instructional Materials
  • Textbooks
  • Manipulatives
  • Models
  • Technology

Instructional Methods
  • Direct Instruction
  • Indirect instruction
  • Scaffolding
  • Independent practice
  • Homework
Student Evaluation

- Testing
- Grading
- Performance-based assessment
- Portfolio

D. Awareness 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.

- **Step 2 (N) – Note Strengths & Needs of Case Study Student**
  - Academics
  - Social-emotional development
  - Physical development

a. **Step 3 (C) - Check for Potential Successes of each Student**
  - Case study student’s strengths
  - Potential Areas of Case Study Student Success

b. **Step 4 (L) – Look for Potential Problems (Mismatches)**

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 HW #3– 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 INCLUDE strategy and the student described in your case study.

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

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 10 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites).

- 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>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   • The belief that all students can learn.
   • Value and respect for difference.
   • Value of positive human interaction.
   • Intellectual curiosity and willingness to learn new knowledge.
   • A commitment to inquiry, reflection, and self-assessment.
   • Value of responsible, collaborative, and cooperative work.
   • Sensitivity to community and cultural context.
   • Fair, responsible and ethical practice.

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

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

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.
7. **PAPERS**: Papers will be word-processed using the style of the Publication Manual of the American Psychological Association (most current edition).

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

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

**MISSION**

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

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

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

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

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

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**

- Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
- Standard III: Evidence a variety of strategies that optimize student learning
- Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**

- Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
- Standard V: Communicate effectively with students, parents, colleagues, and the community
- Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society