### College of Charleston
**Education 606 Syllabus**
**Teaching Diverse Learners**
ECTR 212 Tuesdays 7 – 9:45 pm

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Genevieve Howe Hay</th>
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</thead>
</table>
| Office Hours     | Mondays and Wednesdays – 10:45 – Noon  
                     Tuesdays - 1:00 – 2:30 pm and by appointment. |
| Office Location  | Room 320, 86 Wentworth Street |
| Phone/Email      | Office - (843) 953-8054; Cell – 843-991-8086; hayg@cofc.edu |
| Course Description | 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. |
| MAT Program Prerequisites | **Focus I and II Semester Coursework**  
Due to the nature of the course and assignments, EDEE 606 MAT candidates should be taken during the final semester of coursework prior to clinical internship and be proficient in lesson planning. **MAT students in their first semester of education coursework will not be able to take the course.** |
| Course Texts & Resources | **Required Texts**  

To purchase the eText from Pearson, follow the instructions below:

2. Click Register now (will have purchased Access Code from bookstore)
3. Click I accept at bottom of page
4. Enter yes if you have already created a Pearson account for another class and use the same information. If this is your first time click no and create a username and password.
5. Enter the access code found on the inside of the brochure purchased from the bookstore (under the peal off)

6. Click next
7. Enter your personal information and school information.
8. Submit
9. If not taken directly into the library please reuse the link found in step 1 and enter the username and password from step 4.


**1. How to Differentiate Instruction in Mixed-ability Classrooms**


Friend, Chapter Five (on OAKS) – INCLUDE Strategy

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

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

ETC 1 - UNDERSTANDING AND VALUING THE LEARNER

1. Describe the characteristics, which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4
2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6
3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; NMSA 1; SC 4; SC 6
4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6

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

1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0. 3.2, 3.4, 3.5; NAEYC 4b, NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5
4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
5. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; NMSA
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
12. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7
13. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7
14. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4

<table>
<thead>
<tr>
<th>Course Requirements</th>
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<tr>
<td>1. Demonstration of School of Education Dispositions</td>
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<tr>
<td>2. Completion of all assigned readings,</td>
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<td>3. Completion of all assignments, projects, and field experience hours.</td>
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<td>4. Use of OAKS for assignment submission.</td>
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<td>5. Proficient in lesson planning.</td>
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<tr>
<th>Honor System:</th>
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<tbody>
<tr>
<td>College of Charleston Honor Code and Academic Integrity</td>
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Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include...
accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

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 willing 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).

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<th>Policies</th>
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<tr>
<td><strong>Required Technology</strong></td>
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<tr>
<td>Enrollment in this course requires you utilize the following computer applications:</td>
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<tr>
<td>a. Internet (www)</td>
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<td>b. OAKS via Internet</td>
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<tr>
<td>c. Microsoft PowerPoint</td>
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<tr>
<td>d. Word Processing</td>
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</table>

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 ½ 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.
1. **IRIS Center Modules (20% of final grade)**  
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.

2. **Attendance & Participation (10% of final grade)**  
A. Attendance, Chapter Readings, & In-Class Participation (5% of final grade) - Active participation and regular attendance are expected.

B. Chapter Readings - Using the 3,2,1 Reading Strategy - Be prepared to share and discuss relevant concepts from each chapter of the McLesky and Friend texts. Upload your 3,2,1 Summary to the OAKS Dropbox one night before we will discuss key chapter concepts in class.

3 Things You Found Out  
2 Interesting Things  
1 Question You Still Have


You can use the following handout with your school-age students.


C. Disability Topics & Other Diverse Learning Needs -- Presentations & Strategy  
Tip Sheets (5% of final grade)

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

**Tip Sheet Topics/Dates/Presenters**

**October 6** - Collaboration with Families – Megan & Faith

**Oct. 27** - Homelessness & Foster Care - Keturah, Caroline & Adrian

**Oct. 27** - Family Dynamics with Adopted Children - Sara, Lacey & Dana

**Nov. 3** - Reading Learning Strategies - Patrick & J

**Nov. 3** - Designing Child Life Literacy Interventions for Patients with Cognitive and/or Significant Learning Disabilities - Lexie, Carolilne and Elizabeth

**Nov. 17** - Behavioral and Social Learning - Anne & Brett
3. Awareness Project & Presentation (20% of final grade)

Individually, 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** – Review ten (10) resources (websites, articles, and books) and review five (5) children’s literature related to the topic. Provide a brief synopsis of each resource.

**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)

**Dates/Topics**

**September 29**
- Sterling ODD (Middle Grades) - Keturah & Caroline
- Gigi Severe Food Allergy Case Study (EC) - Caroline & Elizabeth

**October 6**
- Caroline HI Case Study (EC) - Dana & Lacey
- Darius (Ped Cancer) - Brett & Anne

**October 13**
- Cheri Medical Case Study (EC) - Faith & Lexie
- Danielle CP Case Study (ELEM)* - Patrick, Jordan, & Adrian
- Peter MD Case Study (EL) - Megan & Sara

4. **Candidate Work Sample (CWS) (20% of final grade)**

In conjunction with Field III, you will develop a modified Candidate Work Sample (unit of instruction) with special emphasis on adaptations for students with special needs. The awareness case study will be utilized as part of this project. The draft of the completed 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 and resubmit ALL sections of the CWS for final submission. Revisions should be made in RED on each homework assignment that includes the instructor’s feedback. Electronic submission to OAKS required. (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE) Along with directions for the assignment, CWS Homework templates and student samples can be found on OAKS.

**CWS Submission Requirements**

1) **CWS Homework (Microsoft Word ONLY)** – By the assigned due dates, upload electronic copies of each homework assignment for feedback on OAKS. (Full and thoughtful completion of the 3 homework assignments = 25% of final grade.)

2) After receiving my feedback, make needed revisions to each portion of the CWS in RED.
3) **Final CWS – Submit electronically (In Microsoft Word ONLY – ONE Document)**

Compile all CWS homework assignments into **ONE** final revised document. Revisions must be identified in **RED** throughout the document.

5. **Midterm and Final Exams: (30% of final grade)**

The exams will cover all the material in the readings and course activities. The final individually assesses you on your ability to apply knowledge, skills, and concepts explored during the course of the semester. **Electronic submission required.** (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

*Electronic submission is required for all assignments by the assigned due dates. Any changes to due dates will be noted on the OAKS calendar.*

Note: All course assignments are to be completed independently unless otherwise specified by the instructor. (See Honor Code and Academic Integrity Statement.)

<table>
<thead>
<tr>
<th>Assignments/Points:</th>
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<tbody>
<tr>
<td>1) IRIS Center Modules (2 by midterm/2 by final) – 20%</td>
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<tr>
<td>2) Tip Sheets, Attendance &amp; Class Participation – 10%</td>
</tr>
<tr>
<td>3) Awareness Project – 20%</td>
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<tr>
<td>4) Candidate Work Sample – 20%</td>
</tr>
<tr>
<td>5) Midterm &amp; Final Exams = 30%</td>
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</table>

**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>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>88 – 92%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83 – 88%</td>
<td>3.0</td>
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<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>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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</tbody>
</table>
# Course Schedule

Any changes to the course calendar will be shown on the OAKS calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| August 25  | Syllabus & Assignments  
What is Inclusion, and Why is it Important?  
Special Ed. ABC Soup Activity  
**Select:**  
Case Study Student for Awareness Presentations & CWS | **Read McLesky, Ch. 1** and articles and resources on OAKS from “Basics of Special Education.”  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| September 1| Inclusion: Historical Trends, Current Practices, and Tomorrow’s Challenges  
Awareness Presentation Preparation  
Select Tip Sheet Topics: | **Read McLesky, Ch. 2** and articles and resources on OAKS from “Basics of Special Education.”  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class.  
Bring awareness materials. |
| September 8| **Sample Awareness Presentation**  
Camp Rise Above Presentation  
Collaboration and Teaming  
Awareness Presentation Preparation | **Read McLesky, Ch. 10 & 11**; OAKS resources and articles from “Families” module.  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| September 15| Planning Instruction by Analyzing Classroom & Student Needs and Formal Plans and Planning  
Differentiated Instruction  
Candidate Work Sample - CWS Description  
Awareness Presentation Preparation  
**Tip Sheet Presentations:**  
Collaboration with Families | **Read Friend, Ch. 5 & Tomlinson, Ch. 1 – 4**  
Review CWS Description and Student Samples on OAKS.  
Bring awareness materials.  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
<p>| September 22 | Students with Learning Disabilities &amp; ADHD | Read McLesky, Ch 3 &amp; 4 and Articles about Students with Learning Disabilities &amp; ADHD on OAKS. <strong>Post 3,2,1 Chapter Summary</strong> to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| September 29 | Students with Autism, Emotional Disabilities <strong>Awareness Presentations</strong> ODD Food Allergies | Read McLesky, Ch. 6 &amp; 7 and articles and resources on Emotional Disabilities &amp; Autism, on OAKS. <strong>Post 3,2,1 Chapter Summary</strong> to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. <strong>Due: Awareness Activity Individual Research &amp; Group Pamphlet.</strong> |
| October 5 | Optional Guest Speaker Presentation | Kristina Day, R.N. and Mother of a child with autism. ECTR 201 – 9:25 – 10:40 am OR ECTR 201 12:30 pm – 1:45 pm | Read guest speaker resources. Prepare questions to ask Ms. Day. |
| October 6 | Students with Communication Disorders &amp; Sensory Impairments <strong>Awareness Presentations</strong> Hearing Impairments Pediatric Cancer | Read McLesky, Ch 8 and articles and resources on Communication Disorders and Sensory Impairments on OAKS. <strong>Post 3,2,1 Chapter Summary</strong> to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. <strong>Due: CWS HW 1</strong> |
| October 13 | Students with Intellectual Disabilities, Physical Disabilities, Health Impairments &amp; Multiple Disabilities and Gifted and Talented Students CWS 3 Description <strong>Awareness Presentations</strong> Cerebral Palsy Fragile Bone Disorders Muscular Dystrophy | Read McLesky, Ch. 5 &amp; 9 and Articles about Health Impairments, Gifted Education, English Language Learners, Poverty, Homelessness on OAKS. <strong>Homework</strong> - Select IRIS Center Diversity Brief to share in class. See detailed description in the OAKS Newsfeed and on the Course Assignment Handout. <strong>Post 3,2,1 Chapter Summary</strong> to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>October 20</td>
<td>Fall Break</td>
<td>Due: Two Midterm IRIS Modules (First Half) and CWS HW 2</td>
</tr>
</tbody>
</table>
| October 27 | Diversity & Learning Strategies Graphic Organizer Activity Share IRIS Diversity Brief | Read McLesky, Ch. 12  
**Homework:** Watch ASCD Video 1: Planning Curricula & Instruction and participate in online discussion. Click the hyperlink or locate in the Content Area of OAKS – Videos  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| November 3 | Effective Instruction in the Core Content Areas: Teaching Reading, Writing and Mathematics ASCD Video Series – At Work in the Differentiated Classroom **Tip Sheet Presentations:** Math Learning Strategies Reading Learning Strategies | Read McLesky, Ch. 13  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| November 10| Differentiating Content, Process & Products and Grading in a Differentiated Classroom Jigsaw Activity – Differentiated Instruction | Read Tomlinson, Ch. 11 – 14 and OAKS articles and resources on “Effective Grading Practices”  
**Due:** CWS HW 3 |
| November 17| Effective Practices for All Students: Classroom Management ASCD Video Series “Back to Square One” Activity **Tip Sheet Presentation:** Behavioral/Social Learning Strategies | Read McLesky, Ch. 15 and Tomlinson Ch. 5 & 6  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class.  
**Due:** Final CWS – (Resubmit the graded section with my feedback. Significant point deductions will occur if |
| November 24| Using Technology to Support Inclusion                                  | Read McLesky, Ch. 16  
**Post 3,2,1 Chapter Summary** to the OAKS Dropbox one night before each class session and bring an electronic or hard copy to class. |
| December 1 | Last Class Share Final CWS Projects (Final)                             |                                                                                                                                                                                                      |
| TBA | Due: Final 2 IRIS Modules and Final Exam | this section is not resubmitted. |
1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
<tr>
<td>Letter Grades</td>
<td>Percentage Range</td>
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<tr>
<td>A</td>
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<td>D</td>
<td>70-71%</td>
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*A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.*

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful 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 collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice
**IRIS – Diversity Module Information Briefs**

**Class Discussion**

Individually, choose one of the information briefs on the IRIS Center’s Diversity Module. Read and share key recommendations for teaching and child related professions. If possible, have the class engage in a suggested strategy you have identified.

Go to The IRIS Center, Click Resources, Click IRIS Resource Locator, Click Diversity, Then Click Information Briefs and select a brief to review.

**Topics To Select:**

1. A Multidimensional Approach to Vocab Instruction: Supporting ELL Learners
2. Best Practice for ELLs: Peer-Assisted Learning
3. Best Practice for ELLs: Vocab Instruction
4. Capitalizing on Differences Between Spanish and English
5. Creating a Welcoming Classroom Environment
6. Culture Identity and Teaching
7. Culturally Responsive Classroom Management
8. ELLs: Boosting Academic Achievement
9. Helping ELLs to Succeed
10. Make A Strong Home-School Connection by Being Culturally Responsive
11. Reader’s Theater for Reading Improvement
12. Reading Comprehension for ELLs
13. Singable Books: Sing and Read to English Proficiency
14. Using Multimedia to Promote Vocab Development: ELLs
15. Vocabulary Development
Disability Topics & Other Diverse Learning Needs -- Presentations & Strategy 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. See sample tip sheets on OAKS.)

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

<table>
<thead>
<tr>
<th>Topic/Date</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>Sept. 15 (MAT/MSCL) Collaboration with Families</td>
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<td>Oct. 27 (MAT) Gifted and Talented Accommodations</td>
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<td>Oct. 27 (MSCL) ESOL Patients and Families</td>
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<td>Oct. 27 (MAT) ESOL Students</td>
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<td>Oct. 27 (MAT) Homelessness</td>
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<td>Oct. 27 (MSCL) Children’s in Foster Care</td>
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<td>Nov. 3 (MAT) Math Learning Strategies</td>
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<tr>
<td>Nov. 3 (MAT) Reading Learning Strategies</td>
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<tr>
<td>Nov. 3 (MSCL) Designing Child Life Literacy Interventions for Patients with Cognitive and/or Significant Learning Disabilities</td>
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<td>Nov. 17 (MAT) Behavioral and Social Learning</td>
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<tr>
<td>Nov. 17 (MSCL) Behavioral and Social Learning Strategies as Related to Medical Adherence</td>
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IRIS Center Modules
Individually, 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.

**Recommended Modules for MAT and MSCL Students**

**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.

**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.

**Recommended Modules for MAT Students**

**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.

**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.

**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.
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.

Recommended Modules for MAT and MSCL Students

**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.

**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.

**Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan**
This Module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described.

**Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle**
The first in a two-part series, this Module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases.

**Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions**
The second in a two-part series, this Module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

Recommended Modules for MAT Students

**Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan**
This Module—a revision of Who's In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior.

**Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan**
This Module—a revision of You're in Charge! Developing Your Own Comprehensive Behavior Management Plan—reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan.
This Module includes information about how to create behavior expectations for early childhood classrooms, as well as how to design and implement behavior management systems that link children's behavior to the expectations. Emphasis is placed on creating developmentally appropriate expectations and designing proactive systems for teaching and reinforcing appropriate behaviors.

**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.

**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.

**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, 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. In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources. All work must be properly cited.

Part 1) 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 5 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.)

Part 2) 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** – (MAT students) Describe both local, state, and national referral procedures and ways to seek assistance. (CL Students) Describe both local, state, and national resources and ways for families seek community, regional, and national support.
- **Condition Characteristics** – List typical characteristics of the condition.
- **Accommodations** – Provide suggestions for support within the regular classroom and school and/or home, and hospital settings.
- **Professional Support Services** - List specific professionals and the services that provide assistance to students, families, teachers and/or child-life specialists.

Part 3) Presentation

For your presentation, identify your audience (i.e. students, parents, peers, teachers and/or child-life specialists) 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 and/or child-life specialists, 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 (MAT)
Description and Tip Sheet

Assignment Goal – (Individual Assignment) 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.)

CWS Submission Requirements
1. CWS Homework (Microsoft Word ONLY) – By the assigned due dates, upload electronic copies of each homework assignment for feedback on OAKS.
2. After receiving my feedback, make needed revisions to each portion of the CWS in RED.
3. Final CWS – Submit electronically (In Microsoft Word ONLY – ONE Document) Compile all CWS homework assignments into ONE final revised document. Revisions must be identified in RED throughout the document.

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 or modifications that will be needed for your case study student.

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.

**MSCI – Identify Clinical Setting Demands** - Use information from this course, other courses and the professional literature to address classroom demands for your ideal playroom or play setting in the hospital. 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/Setting 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).
• **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 study 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/

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

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
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.
Websites

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.

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<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>
<thead>
<tr>
<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
<th>Unit Objective Number(s)</th>
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**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 or Medical Models (Demonstration)
- Technology

**Instructional Methods in Classrooms or Medical Procedure Preparation**
- 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 or Cognitive Development
  - 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/
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

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 10 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites).
  APA style help - [http://owl.english.purdue.edu/owl/resource/614/01/](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/](http://owl.english.purdue.edu/owl/resource/614/01/)
1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
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<td>A</td>
<td>93-100%</td>
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<td>B</td>
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<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
<td>C+</td>
<td>81-84%</td>
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<tr>
<td>B</td>
<td>84-85%</td>
<td>2.7</td>
<td>C</td>
<td>77-80%</td>
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<td>82-83%</td>
<td>2.3</td>
<td>F</td>
<td>0-76%</td>
<td>0</td>
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<tr>
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<td>0-69%</td>
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- A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. · There are no minus grades in graduate courses.

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful 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 collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice