## Instructor's Name:
Dr. Genevieve Hay

## Office Hours:
Mondays and Wednesdays – 9:30 - noon  
Tuesdays - 1:00 – 2:30 pm and by appointment.

## Office Location:
Room 320, 86 Wentworth Street

## Office phone/Email:
(843) 953-8054  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.

## Prereqs.
*Focus I and II Semester Coursework*

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.*

## Course Materials:
**Electronic Text (Required)**


**Additional Loose-Leaf Copy (Optional):**

If you wish to have a hard copy of the text in addition to the required e-text and the accompanying online resources, you may purchase a loose-leaf copy for $15. Both the required e-text and the optional loose leaf can be purchased from either the CofC Bookstore or Pearson.

If you choose to purchase the required 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 peel 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.

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

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

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**OAKS**

All assignments, templates and student samples can be found on OAKS. You are expected to upload ALL assignments to OAKS. For certain assignments, you will need to bring a hard copy to class.

All work must be uploaded as a Word file using the following naming structure - CourseAssignment_FirstLastName.

For example - AwarenessProject_SusieBrown.

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**Course Outcomes:**

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

**ETC 1 - UNDERSTANDING AND VALUING THE LEARNER**

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

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

1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0. 3.2, 3.4, 3.5; NAEYC 4b, NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5
4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs
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

8. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; NMSA 5

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

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

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

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL

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

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

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

Course Assignments:

**Attendance & Participation**

Class attendance and active participation in class is expected. Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Late arrivals and leaving early count as ½ an absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. *(Note: After the fourth (excused or unexcused) absence, the student's final grade for the course will be lowered by 10%).*

A. **Attendance & In-Class Participation** - Active participation and regular attendance are expected. Active participation and regular attendance are expected. Various in-class and online activities (e.g. guest speaker reflections, group work, etc.) will be included in your participation grade.

B. **Chapter Readings** - Using the 3,2,1 Reading Strategy - Be prepared to share and discuss relevant concepts from each chapter of the Friend text. Upload your 3,2,1 Summary to the OAKS Individual Discussion Board one night before we will discuss key chapter concepts in class. (Summaries will be checked weekly and graded by midterm and final.)

3 Things You Found Out
2 Interesting Things
1 Question You Still Have
http://www.readingquest.org/strat/321.html

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

For more information on the 3,2,1 Strategy and other reading strategies, go to Becoming Actively Engaged with Required Readings from Text (Pearson)

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

Awareness Project
Assignment Description (See attachment and OAKS for more details.)
Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special & other diverse needs. The group is responsible for providing an organized and cohesive 20 - 30 minute awareness presentation and activity, which involves the entire class, to promote awareness and understanding.

Topics will be chosen from the following categories – high incidence disabilities (learning disabilities; communication disorders; mild intellectual disabilities; emotional disabilities), low incidence disabilities (autism; orthopedic impairments; health impairments; sensory impairments; traumatic brain injury), and other special needs (ADHD; gifted and talented; foster care; poverty; homelessness). (ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)

Awareness Assignment Components
A. Individual Awareness Research - Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member’s reviews (with the exception of ONE or TWO key professional websites or children’s books) are not to be duplicated by other members of the group.

B. Group Pamphlet, Presentation & Peer Evaluation
The group is responsible for providing an organized and cohesive 20 - 30 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class. Peer Evaluation Group and individual contributions will be evaluated by group members and uploaded to the Dropbox. Resources (i.e. children’s books lists, websites, articles, etc.) to assist with the project and student samples can be found on OAKS.

Awareness Project Submission Requirements
Submit a hard copy in class and upload an electronic copy to the OAKS Dropbox for grading & to the OAKS Discussion Board to share with your classmates.
Candidate Work Sample (CWS)

In conjunction with Field III, you will develop a modified Candidate Work Sample (unit of instruction) with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The draft of the completed assignment will be completed in three separate homework assignments.

Electronic submission to the OAKS Dropbox 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 Homework Submission Requirements (Microsoft Word ONLY) – By the assigned due dates, upload electronic copies of each homework assignment on OAKS. Full and thoughtful completion of the 3 homework assignments = 20% of final grade. After each section has been graded, revisions can be made for additional partial credit. After receiving your graded work, revisions must be resubmitted within one week. (No exceptions.)

Take Home Exams: Midterm & Final Exams

The exams will cover all the material in the readings and course activities. The exams focus on the application of knowledge and skills explored during the course of the semester. Electronic submission to the OAKS Dropbox required. (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

Note: All course assignments are to be completed independently unless otherwise specified by the instructor. (See Honor Code & Academic Integrity Statement.) ALL assignments must be electronically uploaded to OAKS by the assigned dates. WORK MORE THAN ONE CLASS PERIOD LATE IS NOT ACCEPTED!!!!

Evaluation:

Grading Scale

1) Attendance, Participation, Chapter Summaries, & In-Class Activities- 10%
2) Midterm & Final IRIS Center Modules – 20%
3) Awareness Project – 20% (Resources & sample projects on OAKS)
4) Candidate Work Sample - 20% (Resources& sample project on OAKS)
5) Midterm Exam – 15%
6) Final Exam - 15%

GRADING SCALE:

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<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<td>B+</td>
<td>88 – 92%</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>
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<tr>
<td>F</td>
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<td>0.0</td>
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Policies

- **Attendance: Four absences for ANY reason** (i.e. sickness, family emergencies, personal) are allowed. I do not make distinctions between “excused” and “unexcused” absences, so you should attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. **After the fourth absence, the student’s final grade for the course will be lowered by 10%.**
• **REQUIRED DOCUMENTATION – Go to the Absence Memo Office**
  - Go to **67 George Street** (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at [http://studentaffairs.cofc.edu/services/absence.php](http://studentaffairs.cofc.edu/services/absence.php) and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered.

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

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

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

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**College of Charleston Honor Code and Academic Integrity**

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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php) 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
5) Willingness to learn new ideas.
6) Commitment to inquiry, reflection, and self-assessment.
7) Value collaborative and cooperative work.
8) Sensitivity to community and cultural contexts.
9) 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.)

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

**Technology Usage:** Utilization of technology (i.e. OAKS, internet, Wikis, Blogs, word processing, email - Edisto account) is expected. All work is to be submitted electronically through OAKS by noon of the Friday of the week it is due. Use campus computers (JC Long Building, Library and other campus locations), if necessary, to assure that work will be submitted on time and through OAKS.

**EHHP Dispositions (see above and below)**
## EDEE 606 Course Schedule

*Any changes to the Course Calendar, including presentation dates, will be updated on the OAKS Calendar.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic, Readings, and Homework Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan. 11 - 13</td>
<td>Course Introduction  &lt;br&gt;Chapter 1 - The Foundation of Educating Students with Special Needs  &lt;br&gt;<em>OAKS Discussion Board - Due by midnight on Tuesday, Jan 12th</em>  &lt;br&gt;3,2,1 Chapter Summary (ch. 1)</td>
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<tr>
<td>Jan. 18</td>
<td>MLK Holiday</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan. 20 - 22</td>
<td>Chapter 1 - The Foundation of Educating Students with Special Needs  &lt;br&gt;Chapter 1 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;Syllabus Quiz  &lt;br&gt;Select Case Study for Awareness Project and CWS Assignments  &lt;br&gt;<em>OAKS Discussion Board - Due Friday, Jan. 22</em>  &lt;br&gt;3,2,1 Chapter Summaries (ch. 2)</td>
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<td><strong>Week 3</strong>&lt;br&gt;Jan. 25 - 29</td>
<td>Chapter 2 – Special Education Procedures &amp; Services: Introduction to RtI  &lt;br&gt;Chapter 2 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;January 27 – Awareness Group Work Day  &lt;br&gt;<em>OAKS Discussion Board - Due Friday, Jan. 29</em>  &lt;br&gt;3,2,1 Chapter Summary (ch. 3)  &lt;br&gt;3,2,1 Chapter Summary (ch. 4)</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;Feb. 1 - 5</td>
<td>Chapter 3 – Building Partnerships Through Collaboration  &lt;br&gt;Chapter 4 - Assessing Student Needs  &lt;br&gt;Chapter 3 &amp; 4 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;Sample Awareness Presentation &amp; Awareness Group Work  &lt;br&gt;<em>OAKS Discussion Board - Due Friday, Feb. 5</em>  &lt;br&gt;3,2,1 Chapter Summary (ch. 5)</td>
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<td><strong>Week 5</strong>&lt;br&gt;Feb. 8 - 12</td>
<td>Chapter 5 - Planning Instruction by Analyzing Classroom and Student Needs  &lt;br&gt;Chapter 5 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;CWS Description (<em>Homework</em> - Read CWS Handouts on OAKS before class.)  &lt;br&gt;<em>OAKS Discussion Board Due Friday, Feb. 12</em>  &lt;br&gt;3,2,1 Chapter Summary (ch. 6)</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;Feb. 15 - 19</td>
<td>Chapter 5 - Planning Instruction by Analyzing Classroom and Student Needs  &lt;br&gt;Chapter 5 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;CWS Description (<em>Homework</em> - Read CWS Handouts on OAKS before class.)  &lt;br&gt;February 17 - CWS 1 Workshop – Bring LRPs and or List of Units from Field  &lt;br&gt;<em>OAKS Dropbox - Due Friday, Friday, Feb. 19</em>  &lt;br&gt;Awareness Project Due (Individual Reviews and Group Pamphlet)</td>
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<td><strong>Week 7</strong>&lt;br&gt;Feb. 22 - 26</td>
<td>Related Awareness Presentations &amp; Class Participation  &lt;br&gt;<em>Feb 22 Awareness Presentations</em> – Autism, Fetal Alcohol Syndrome &amp; Osteogenesis Imperfecta  &lt;br&gt;<em>Feb 24 Awareness Presentations</em> – Diabetes, Epilepsy &amp; Traumatic Brain Injury  &lt;br&gt;<em>OAKS Dropbox - Due Friday, Friday, Feb. 26</em>  &lt;br&gt;CWS HW 1: Unit topic, Unit Outline, Unit Materials and Map</td>
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<td><strong>Week 8</strong>&lt;br&gt;Feb 29 – March 4</td>
<td>Chapter 7 - High Incidence Disabilities: Characteristics and Categories  &lt;br&gt;Chapter 7 Discussion Groups (Bring 3,2,1 Summaries to Class)  &lt;br&gt;Related Awareness Presentations &amp; Class Participation  &lt;br&gt;<em>Feb 29 Awareness Presentations</em> – Behavioral Challenges &amp; Oppositional Defiance Disorder</td>
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<td>Date</td>
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<td>March 2</td>
<td>Awareness Presentation – Speech and Language Disorders</td>
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<td>March 2 - CWS 2 Workshop – Bring Case Study, Field Classroom Demographic Information, Annotated Bibliography, and CWS 2 Rough Draft</td>
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<td><strong>OAKS Dropbox</strong> – Due Friday, March 4**</td>
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<tr>
<td></td>
<td>Midterm Exam &amp; IRIS Modules (Chapters 1 – 6)</td>
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<tr>
<td>March 5 - 13</td>
<td>Spring Break</td>
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<tr>
<td>Week 9</td>
<td>Chapter 7 - High Incidence Disabilities: Characteristics and Categories</td>
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<td>March 14 - 18</td>
<td>Related Awareness Presentations &amp; Class Participation</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>March 16 Awareness Presentations</strong> – Homelessness &amp; ADHD</td>
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<td><strong>Homework</strong>: Watch Video Interview with Brianna Murray (OAKS Homepage)</td>
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<td><strong>OAKS Discussion Board</strong> – Due Monday, March 14</td>
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<td>3,2,1 Chapter Summary (ch. 7)</td>
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<td><strong>OAKS Dropbox Due Friday, March 18</strong></td>
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<td>CWS HW 2: Contextual Factors, Case Study Student Analysis &amp; Classroom Map</td>
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<td>3,2,1 Chapter Summary (ch. 8)</td>
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<td>Week 10</td>
<td>Chapter 8 - Students with Other Special Needs</td>
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<tr>
<td>March 21 - 25</td>
<td>Chapter 8 Discussion Groups (Bring 3,2,1 Summaries to Class)</td>
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<td>Skype Session with Brianna Murray (<strong>Homework</strong> - Develop questions to ask her.)</td>
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<td><strong>OAKS Discussion Board</strong> - Due Friday, March 25</td>
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<td>3,2,1 Chapter Summary (ch. 9)</td>
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<td>Week 11</td>
<td>Chapter 8 - Students with Other Special Needs</td>
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<td>March 28 – April 1</td>
<td>Chapter 9 - Putting it all together: Differentiating Instruction</td>
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<td>Chapter 9 Discussion Groups (Bring 3,2,1 Summaries to Class)</td>
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<td></td>
<td>March 29 - CWS 3 Workshop – Bring lesson plan, annotated bibliography, and CWS 3 rough draft</td>
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<tr>
<td>Week 12</td>
<td>Chapter 9 Differentiating Instruction</td>
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<tr>
<td>April 4 - 8</td>
<td>Jigsaw Activity – (Bring CWS draft)</td>
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<td><strong>Homework</strong> – Watch DI Video 1 &amp; Respond to Questions on Discussion Board</td>
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<td><strong>OAKS Discussion Board</strong> - Due Friday, April 8</td>
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<td></td>
<td>3,2,1 Chapter Summaries (ch. 10 &amp; 11 – One summary per chapter.)</td>
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<td><strong>OAKS Dropbox</strong> - Due Friday, April 8</td>
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<td>CWS HW 3: Lesson Plan, Case Study Student Adaptations &amp; Research-Based Strategies</td>
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<tr>
<td>Week 13</td>
<td>Chapter 10 - Strategies for Independent Learning</td>
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<td>April 11 - 15</td>
<td>Chapter 11 - Evaluating Instruction</td>
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<td>Chapter 10 &amp; 11 Discussion Groups (Bring 3,2,1 Summaries to Class)</td>
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<td><strong>OAKS Discussion Board</strong> - Due Friday, April 15</td>
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<td>3,2,1 Chapter Summary (ch. 12)</td>
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<td>Week 14</td>
<td>Chapter 12 - Responding to Student Behavior</td>
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<td>April 18 - 20</td>
<td>Chapter 12 Discussion Groups (Bring 3,2,1 Summaries to Class)</td>
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<td>(last class)</td>
<td>“Back to Square One” Activity</td>
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<td>TBA</td>
<td><strong>OAKS Dropbox</strong> – Due TBA</td>
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<td>FINAL EXAM &amp; Final IRIS Module</td>
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1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

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<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<td>Letter Grades</td>
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<td>0-69%</td>
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</table>

* A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D 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 Center Modules

Complete FOUR (4) IRIS Center Modules – TWO by the Midterm and TWO by Final from the list of options below. Prior to completing a module, review “How to Use a Module” (below). Each module has 5 components, which should be completed in order. Within each component, respond to the included questions. Copy and paste your responses into a Word document and submit with your Midterm and Final exams.

How to Use a Module

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

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

How do I navigate a STAR Legacy Module?

To begin, click on the Challenge at the top of the STAR Legacy cycle. Movement throughout the sections of the module can be managed by making use of the navigation bar at the right side of the page or by following the links at the top or bottom of each page. The IRIS Center recommends that visitors to the Web site work through the pages of each module in the order presented in the 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 assigned date. Respond to the questions in each section of the module. Copy and paste your responses into a Word document and submit with your Midterm exam.

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

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

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

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

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

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

**Assistive Technology: An Overview:** This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.
Final IRIS Modules
Fully complete **TWO (2)** IRIS modules from the list below by the assigned date. 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 Description

Individually and in collaboration with a small group, develop methods and compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of a case study student with special needs. For your awareness presentation, you will conduct research on the potential needs of your case study student. Ultimately, you will compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of the needs of your case study student. The group is responsible for providing an organized and cohesive 20-30 minute presentation and activity, which involves the entire class. All work must be properly cited using APA Style (6th Ed.). In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources. (Provide copies of your reviews to your classmates on the OAKS discussion board.)

Part I) Awareness Individual Research

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

A. Website Reviews – Analyze and briefly review 5 parent, student, or professional websites related to your awareness topic. Clearly explain how each website could be useful to parents, children, or classroom teachers.

B. Professional Literature Annotated Bibliography (Also, to be included in CWS assignment) Review 10 professional references (i.e., scholarly, refereed journals, textbooks, and approved professional websites) that provide support for the inclusion strategies that you identify for your awareness case study student. 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/

"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?

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

**Part 2) Awareness Group Work (Group Responsibility)**

*Important – This portion of the project is to be done collaboratively with your group. The awareness group pamphlet and group presentation are the only collaborative assignments to be completed in the course. All other graded assignments must be completed independently.*

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

• **Awareness Guide/Pamphlet Components**:
  - **Condition Description** – Provide a definition or description of the special needs condition.
  - **Obtaining Assistance** – Describe both local, state, and national referral procedures and ways to seek assistance.
  - **Condition Characteristics** – List typical characteristics of the condition.
  - **Accommodations** – Provide suggestions for support within the regular classroom and throughout the school.
  - **Professional Support Services** - List specific professionals and the services that they may be able to provide to assist students, families, and teachers.

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

**Suggested activities:**

- Interviews with parents, teachers, administrators
- Videos
- Role Plays
- Simulations
- Case Studies
- Integration of local & national resources
- Incorporation of individual research (i.e. children’s books, websites).
C) **Peer Evaluation & Discussion Board Posting** - Group members will evaluate Group and individual contributions and work will be shared on the discussion board of OAKS. *All work must be properly cited.* **Final grading for the project will occur upon submission of all components.**

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**COLLABORATIVE WORK AWARENESS PRESENTATION**  
**SELF & PEER EVALUATION RUBRIC**  
(Due within 48 hours after your group presents)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
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<tr>
<td>Focus on the task</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
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</table>
### Time-management

<table>
<thead>
<tr>
<th>_RT</th>
<th>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</th>
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<tr>
<td>_UU</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
</tr>
<tr>
<td>_T</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
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<tr>
<td>_RR</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
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</table>

### Working with Others

<table>
<thead>
<tr>
<th>_RT</th>
<th>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</th>
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<tbody>
<tr>
<td>_UU</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
</tr>
<tr>
<td>_O</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes are not a good team member.</td>
</tr>
<tr>
<td>_RR</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
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**Awareness Group Topic**

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

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
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**Comments:** Please share any additional information on this project and your experience completing it. In addition, write a description of how each member of your group worked together. Make sure you include a description of each group member’s participation in meetings and a summary of what each group member contributed to the project. *This form must be submitted prior to receiving a grade for the project.*
Assignment Goal - Using information accessible from your field experience describe contextual factors (or background description of your students) for your CWS. From there, develop your CWS as “your ideal classroom” where you apply research-based practices based upon the INCLUDE model that meet the needs of your students and your case study student. Over the course of the semester, you will complete 3 homework assignments related to your unit topic. The homework assignments will allow you to focus on related parts of the CWS.

CWS Homework #1

CWS HW#1 - Unit Topic/Theme - In selecting your unit topic, review your cooperating teacher’s long range plan (LRP) to identify units that will be taught over the course of the semester. Identify a topic/theme and the related standards for the grade level from which you will develop lessons that you will teach in the field. It’s advisable to select a theme that will allow you to integrate teaching of skills and concepts. (Note: Early Childhood and Elementary Topics must incorporate ELA.)

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

CWS HW#1 - Unit Outline – Using the unit theme/topic and grade level standards, develop related unit objectives that comprehensively address key concepts and skills for the unit. The unit outline will identify a series of objectives for lessons related to the same topic. Ultimately, the unit outline will be developed into a minimum of a two-week series of lessons on a unit topic/theme. (For this class, you will provide one sample lesson plan.)

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

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

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

CWS HW#1- Unit Assessment - For this assignment, provide a brief, written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student.

CWS HW#1- Activities/Strategies/Materials/Resources - In the provided table, describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A) that are addressed.
CWS Homework #2

CWS HW#2 - Contextual Factors - Background Description of Students (one or two paragraphs) - Given information from your field class and your cooperating teacher’s long range plan (LRP), describe contextual factors or background information of the students.

CWS HW#2 - Implementation of INCLUDE (Ch. 5 - full description of the INCLUDE strategy.)

Step 1 (I) – Identify Classroom Demands & Map - Use information from the field, 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. (A minimum of 5 citations from your annotated bibliography is required.)

CWS HW#2 - Steps 2 – 4 (N, C & L) - Case Study Student – Analyze your Awareness Project 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.

Classroom map – Ideal arrangement based upon your students’ learning & behavioral needs. You may use one you’ve designed for another class and adapt it for this assignment. On the map, indicate where your case study student will be seated.

(This can be drawn by hand or using an on-line tool.)
http://classroom.4teachers.org/

CWS Homework #3

CWS HW#3 - One Lesson Plan – From at least one of your unit objectives, develop one detailed lesson plan (not a review lesson or individual activity) which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy to address your case study student’s identified needs. Accommodations an/or modifications must be cited, research-based strategies, which have been fully described and justified in your annotated bibliography.

CWS HW#3 - Step 5 (U) – Use Information to Brainstorm Adaptations (Refer to chapter 5) - Use information gathered to brainstorm adaptations for your case study student. (Cite appropriate and comprehensive adaptations from your Awareness Project annotated bibliography.) 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. (Minimum of 5 citations from annotated bibliography.)

Accommodations – “services & support provided to help students gain full access to class content, instruction, & to demonstrate accurately what they know” (Nolet & McLaughlin, 2000).
• **By-pass strategies** – Consider your case study student’s strengths and needs identified in steps 2 – 4 of INCLUDE. Determine strategies that will enable your student to bypass a weakness by utilizing a strength.

• **Classroom teaching & organization** – Consider step 1 of INCLUDE – Identifying classroom demands. What are some ways you can accommodate your case study student’s academic, physical, social and emotional needs? For example, your case study student may need preferential seating.

• **Intensive instruction on basic skills and/or learning strategies** - Many students with special needs lack basic skills, pre-skills and learning strategies. Determine accommodations for your case student that can address his/her specific needs.

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

• Typically used for students with severe behavioral and/or cognitive challenges.

• Curricular expectations of general education are inappropriate. The student will need the curriculum level adjusted. The student will not be working on grade level.

• Simplifying content inappropriately can lead to watered down curriculum

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

**CWS HW#3 - Step 6 (D) - Decide upon Adaptations** - From your brainstormed list generated in step 5, select adaptations to implement for your case study student. (Cite appropriate sources) This list will likely be shorter than the list you developed in step 5. Here you are determining the strategies you plan to implement.

- Select age-appropriate adaptations
- Select adaptations you agree with
- Select the easiest accommodations first
- Select adaptations with demonstrated effectiveness

**CWS HW#3 - Step 7 (E) - Evaluate (case study) student progress**

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

**CWS HW#3 - APA citations, APA Reference Page & Annotated Bibliography (From Awareness Assignment)** - 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/](http://owl.english.purdue.edu/owl/resource/614/01/)

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

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

An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:
**Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on *paraphrasing* sources.

**Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? For more help, see our handouts on *evaluating resources*.

**Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

**Suggested Resources**

**Course texts**

The Friend text as well as texts from other courses.

**Professional Journals**

- *Intervention in School and Clinic*
- *Exceptional Children*
- *Learning Disabilities Quarterly*
- *Education Leadership*
- *Remedial and Special Education.*

- *Teaching Exceptional Children*
- *Journal of Learning Disabilities*
- *Reading and Writing Quarterly*
- *Learning Disabilities Focus*

**Professional Websites**

- LD Online: [http://www.ldonline.org/](http://www.ldonline.org/)
- Teaching LD: [http://teachingld.org/](http://teachingld.org/)

**Professional Videos & Conferences**


*Only research-based practice is to be cited within the CWS. Materials and lesson activities should not be included in the annotated bibliography.*
EDEE 606 CWS Homework #1

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

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

Be prepared to bring a copy of your work to class to discuss and peer-edit with your grade level teams.

TT2: Candidate Work Sample

Teacher’s Name _____________________Grade Level __________________
School_____________________________ Year________________________

CWS Section I:

Unit Topic or Title (from cooperating teacher’s 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>
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</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.

**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>
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EDEE 606 CWS Homework #2

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

Assignment: Based upon your field class and your cooperating teacher’s long range plan (LRP), examine the learning needs of your class and of your Awareness Project case study student. Be sure to address steps 1 – 4 of INCLUDE, incorporating all sections of the bulleted outline below. Bring a 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

Given the contextual and demographic information described above, use the professional literature to develop and complete each section below. (All bulleted items must be addressed.) You should describe how you would ideally plan to address classroom demands for the class. (A minimum of 5 citations required.)

Classroom Organization (UDL Principles 1, 3, 4, 7, 8, 9)

- Classroom Arrangement
- Classroom routines and procedures
- Classroom climate
- Behavior management
- Use of time

Classroom Grouping (UDL Principles 8, 9)

- Whole groups
- Small groups (types)
- Individual instruction
- Peer groups

Instructional Materials (UDL Principles 1, 6, 7)

- Textbooks
- Manipulatives
- Models
- Technology
Instructional Methods (UDL Principles 1, 2, 3, 4, 5, 6)

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

Student Evaluation (UDL Principles 1, 3)

- Testing
- Grading
- Performance-based assessment
- Portfolio

D. Case study student description and analysis

In a paragraph, describe your case study student. (You may copy and paste the provided case study.)

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

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

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

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

E. Classroom map – Ideal arrangement based upon your students’ learning & behavioral needs. You may use one you’ve designed for another class and adapt it for this assignment. On the map, indicate where your case study student will be seated.

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

http://classroom.4teachers.org/

EDEE 606 CWS Homework #3

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

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

Step 5 (U) – Use Information to Brainstorm Adaptations ((Minimum of 5 citations from annotated bibliography)

Accommodations

Modifications

Step 6 (D) - Decide upon Adaptations

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

Annotated Bibliography and APA Reference Page (From Awareness Project)

• 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/

• 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/