LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: _SPED 11-1-096_

Proposal Title _Revisioning of Special Education Adapted Curriculum_
Graduate Certificate Initial Licensure Program

Originating Department _SPCD_

TYPE OF PROPOSAL: UNDERGRADUATE_____   GRADUATE_____   UNDERGRADUATE & GRADUATE ✓
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10-30-09	10-30-09	11-2-09	Approved	**DEPARTMENT CHAIR** _Stanley Sterry_
11/2/09	1/30/10	2/24/10	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR**
2/24/10	2/24/10	2/24/10	Approved	**COLLEGE FACULTY CHAIR** _Kele-Mun NJ_
3-24-10	3-12-10	3-19-10	Approved	**COLLEGE DEAN**
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses)
3/22/10	4/6/10	10/7/10	Approved	**GRADUATE COUNCIL CHAIR** (for graduate courses) _Rob Roy McGregor_
			Approved	**FACULTY GOVERNANCE SECRETARY** (noting Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

COPY MADE 2-7-11
Grad School ap

Revised 10/28/08
OAA/jdp

Revised; Undergraduate and Graduate

Course and Curriculum Proposal from: Department of Special Education and Child Development/College of Education

Title: Revisioning of Special Education Adapted Curriculum Initial Licensure Program

CONTENT OF PROPOSAL
  A. PROPOSAL SUMMARY AND CATALOG COPY:
    1. SUMMARY OF UNDERGRADUATE CHANGES. The Special Education and Child Development Department proposes the revisioning of the undergraduate Special Education Adapted Curriculum Initial Licensure Program by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE Standards. The undergraduate program maintains 57 hours within the special education major, with 45 university general core requirements, and 18 elective hours. Additions to the undergraduate plan of study include: TESL 4204 *Inclusive Classrooms for Immigrant Students* that is taught by faculty from the Teaching English to Second Language Learners program; SPED 4279 *Content Area Instruction for Students with Special Needs*; SPED 3173 *Special Education Assessment*; SPED 4275 *Teaching Reading to Elementary Learners with Special Needs*; SPED 4272 *Teaching Mathematics to Learners with Special Needs*; SPED 4277 *Teaching Writing to Learners with Special Needs*; and SPED 4280 *Multiple Disabilities*. Deletions to the undergraduate plan of study include: EIST 4100 *Computer Applications in Education*, EXER 3228 *Elementary Physical Activity*, and EXER 3229 *Elementary Health Education*. Curricular changes include the alignment of course content with new standards, judicial placement of candidate assessment measures and evidences, integration of prerequisite skills, restructure of the clinical experience requirements, and elimination of duplication of standards across course outlines. Structural changes include earlier admission to Teacher Education and the Special Education major during the second semester of the sophomore year. This allows ample time for candidates to complete the special education program, as well as successfully complete requirements/evidences at the proficiency level.

    SUMMARY OF GRADUATE CHANGES. The Special Education and Child Development Department proposes the revisioning of the graduate Special Education Adapted Curriculum Initial Licensure Program by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE Standards. The graduate certificate program maintains our 27-hour course requirement for the Graduate Certificate Program in Special Education. Additions to the graduate plan of study for initial licensure in adapted curriculum include: SPED 5173 *Diagnostic Assessment*, SPED 5279 *Content Area Instruction for Students With Special Needs*. Curricular changes include course alignment with the North Carolina Standards for Teachers and the NCDPI Special Education Adapted Curriculum Specialty Standards, ensuring judicial placement of candidate assessment measures (evidences as outlined in the evidence section of this report) including integration of prerequisite skills (e.g., use of search engines for Topical Paper (E2) necessary for successful completion of proposed program requirements, as well as elimination of multiple duplications of standards across course outlines. SPED 6690 was deleted from the 27-hour sequence and moved to the advanced licensure sequence. SPED 5273 was deleted with key concepts from this course integrated into existing required coursework.

    2. PROPOSED CATALOG COPY: **Undergraduate**

    SPED 3173. Assessment in Special Education. (3) (W) Prerequisite: Admission to SPED program; Corequisite: SPED 3100; SPED 3175. Provides an overview of the principles and practice of educational problem solving with an emphasis on formal/standardized assessment, including curriculum-based assessment and curriculum-based measurement; special education eligibility; linkages between assessment and instruction; and concepts in educational assessment of students with exceptional learning needs (ELN). Topical paper required. *(Fall, Spring)*

SPED 4272. Teaching Mathematics to Learners with Special Needs. (3) Prerequisite: Admittance to SPED program and SPED 3100; SPED 3173; SPED 3175. This course will provide students with effective teaching strategies and materials in math for learners with special needs for teacher licensure in Special Education: General Curriculum (NCDPI). Clinical field experience hours required. Assessment and application of instructional techniques are included in the course. *(Spring)*

SPED 4275. Teaching Reading to Elementary Learners with Special Needs. (3) Prerequisites: Admittance to SPED program and ; SPED 3100; SPED 3173; SPED 3175. This course will provide effective prevention and intervention strategies for addressing the needs of elementary students with disabilities and diverse learning needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. *(Spring)*

SPED 4277. Teaching Writing to Elementary Learners with Special Needs. (3) Prerequisites: Admittance to SPED program and SPED 3100; SPED 3173; SPED 3175. This course will provide effective prevention and intervention strategies and materials in teaching written expression to students with disabilities and diverse learning needs in This course will provide students with effective teaching strategies and materials in teaching written expression to learners with special needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. *(Spring)*

SPED 4279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites: Admittance to SPED program and SPED 3100; SPED 3173; SPED 3175; SPED 4272; SPED 4275; SPED 4277. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall, Spring)*

SPED 4280. Multiple Disabilities. (3) Prerequisite: Admittance to SPED program and SPED 3100; SPED 3173; SPED 3175; and SPED 4271. This course will describe various secondary disabling conditions that sometimes occur in conjunction with intellectual disability such as physical disabilities, sensory disabilities, and other health impairments. Assessment, instructional methods and procedures, and collaborative service delivery with related services personnel are studied. Clinical field experience hours required. *(Spring)*

TESL 4204. Inclusive Classrooms for Immigrant Students. (3) An introduction to the general issues related to the teaching of English Language Learners in diverse classroom and school contexts. Topics include understanding current demographics and immigration trends, second language acquisition and the development of academic English, modifying course content to meet the needs of ELLs. Other topics include understanding sheltered instruction and ESL program models, the special education/ESL interface, authentic assessments and development of pedagogical strategies to increase academic achievement and literacy. *(Fall)*

2. PROPOSED CATALOG COPY: **Graduate**

SPED 5173. Diagnostic Assessment. (3) Prerequisities: Admission to SPED program; SPED 5100; SPED 5175. Provides an overview of the principles and practice of educational problem solving with an emphasis on formal/standardized assessment, including curriculum-based assessment and curriculum-based measurement; special education eligibility; linkages between assessment and instruction; and concepts in educational assessment of students with exceptional learning needs (ELN). Topical paper required. *(Fall, Spring)*

SPED 5279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275; and SPED 5277. Prerequisites for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274. This course will provide strategies for collaborative instruction, instructionally

relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall, Spring)*

JUSTIFICATION.

1. The UNC Charlotte Special Education General Curriculum Licensure Program underwent structural and curricular changes in response to a revisioning mandate from the North Carolina State Board of Education to all licensure programs in North Carolina. The program responded to gaps in our current program as identified by faculty members and our community partners included the practical use of data to determine interventions; knowledge of co-teaching models and best practices; knowledge and skills working with culturally and linguistically diverse students; content knowledge in middle and high school reading, writing, and mathematics; and knowledge of Universal Design for Learning strategies.

2. Each new underlined undergraduate course for this program requires admission to the special education program as a prerequisite. SPED 3173 is considered an introductory course; however, corequisite courses are SPED 3100 and SPED 3175. SPED 4272, 4275, 4277, 4279, 4280 each require, as prerequisite, admission to the special education program and SPED 3100, SPED 3173, and SPED 3175. In addition, SPED 4279 requires SPED 4272, SPED 4275, and SPED 4277 as prerequisite. SPED 4280 also requires SPED 4271 as prerequisite.

   Similarly, for the graduate initial licensure program, SPED 5173 is considered an introductory course, but does require SPED 5100 and SPED 5175 as prerequisites. SPED 5279 requires SPED 5100, SPED 5173, SPED 5175, SPED 5272, SPED 5275, and SPED 7277 for students obtaining a general curriculum license. For students obtaining an adapted curriculum license, SPED 5279 requires SPED 5100, SPED 5173, SPED 5175, SPED 5271, and SPED 5274.

3. For undergraduates, course number is consistent with the level of academic advancement of students with SPED 4276, 4279, and 4316 required the junior and senior years. The graduate course number is also consistent with current numbering.

4. Special Education faculty concur that the revisioned program will better prepare undergraduate and graduate candidates to engage as knowledgeable and skilled professionals in the field of special education and to serve as special education teachers who thoughtfully plan and implement effective, research-validated instruction that is responsive to the diverse and multi-faceted needs of their K-12 students.

B. **IMPACT.**

1. Undergraduate students and students entering the Graduate Certification Program for initial licensure in general curriculum will be served by this proposal.
2. Effect on existing courses
   a. When and how often these new courses will be taught?

      These new courses will be taught each academic year. Current schedule is under discussion.

   b. How will the content and/or frequency of offering of other courses be affected?

      Other courses offered by the SPED program will not be affected.

   c. What is the anticipated enrollment?

      Anticipated enrollment for each course is estimated at 25-35 students.

   d. How will enrollment in other courses be affected?

      Enrollment in other courses offered by the SPED program will not be affected.

e. Give details of experience if courses offered under special topics.

These new courses have not been offered under special topics.

e. Identify other areas of catalog copy that would be affected.

Other areas of the catalog copy that will be affected include curriculum outlines, degree requirements, course number and description.

C. RESOURCES REQUIRED TO SUPPORT PROPOSAL.
1. Personnel:
   a. Requirements—additional faculty are not needed at this time.
   b. Names of qualified faculty
      i. SPED 3173 and 5173 will be taught by Dr. Janet Baxter
      ii. SPED 4272 will be taught by Dr. John Beattie
      iii. SPED 4275 will be taught by Dr. Nancy Cooke
      iv. SPED 4277 will be taught by Dr. LuAnn Jordan
      v. SPED 4279 and 5279 will be taught by Dr. Chris O'Brien
      vi. SPED 4280 will be taught by Dr. Wendy Wood

2. Physical Facility

   None: courses can be taught within the existing facility

3. Equipment and Supplies

   None: Additional equipment and supplies are not needed.

4. Computer

   None: courses are taught by existing faculty

5. Audio-Visual

   None: Additional audio/visual equipment is not required.

6. Other Resources

   None: additional copying can be provided with the existing budget.

7. Sources of funding

   None

D. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENT OR UNITS
1. Library Consultation

   Library consultation for SPED 5279 was completed; see attached.

2. Consultation with other departments or units
   a) Email sent to Dawson Hancock, 10/30/09, see attached
   b) Email sent to Mitch Cordova, 10/30/09, see attached

E. INITIATION AND CONSIDERATION OF THE PROPOSAL

   1. Originating Unit

      The SPED faculty developed the revisioning of the General Curriculum program during the 2008-2009 academic year. The final revisioned program was voted as approved at the last program meeting, April 2009.

   2. Other Considering Units: N/A

F. ATTACHMENTS

   Attached: Course outlines for SPED 3173, 4272, 4275, 4277, 4279, 4280, 5173, 5279, and TESL4204. These course outlines have been approved as an appropriate substitute for course syllabi for graduate courses.

To: Janet Baxter, Dept. of Special Education and Child Development

From: Judy Walker, Education/Curriculum Materials Librarian

Date: March 23, 2010

RE: Consultation on Library Holdings

Course/Program: SPED 5279 Content-Area Instruction for Students with Special Needs

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** _____

Please Check One:

Holdings are superior	_____
Holdings are adequate	**X** _____
Holdings are adequate only if Dept. purchases additional items.	_____
Holdings are inadequate	_____

Comments:

COURSE NUMBER: SPED 5173   **CREDIT HOURS:** 3

COURSE TITLE: SPED 5173: Diagnostic Assessment

CATALOG DESCRIPTION
SPED 5173. Diagnostic Assessment. (3) Prerequisite: Admission to Special Education program; SPED 5100; SPED 5175. Provides an overview of the principles and practice of educational problem solving with an emphasis on formal/standardized assessment, including curriculum-based assessment and curriculum-based measurement; special education eligibility; linkages between assessment and instruction; and concepts in educational assessment of students with exceptional learning needs (ELN). Topical paper required. *(Fall, Spring)*

COURSE PREREQUISITES: SPED 5100; SPED 5175   **COURSE COREQUISITES:** none

COURSE RATIONALE
This required course in the Special Education program provides prospective teachers with the skills needed to serve as members of multidisciplinary teams which accept referrals, assess and diagnose the educational needs of exceptional learners, and develop Individualized Education Programs (IEPs) to guide educational services. To better serve students with exceptional learning needs (ELN), including needs of students from culturally and linguistically diverse backgrounds, prospective teachers will learn both formal and informal assessment concepts including curriculum-based assessment and curriculum-based measurement, test utility and limitations, test interpretation, and procedural guidelines followed by skill development in test selection; basic skills in administration, scoring and interpretation; and communication of results. This course provides foundational knowledge and skill development that will be used throughout the special education program. This course responds to the professional competencies established by the Council for Exceptional Children, which form the basis of the NCATE standards, and North Carolina Department of Public Instruction, including the North Carolina Professional Teaching Standards and the North Carolina Specialty Area Standards.

Developing Excellent Professionals is the conceptual theme of the UNC Charlotte teacher education programs. This course contributes to **developing excellent professionals** by focusing on the strands and associated learning outcomes of **knowledgeable teachers, effective practitioners, reflective teachers, leaders in the profession, and responsive teachers.** Knowledgeable teachers of children with disabilities possess comprehensive knowledge of formal and informal assessment procedures, legal and ethical issues surrounding standardized testing, and the various diagnostic tools available to them as professionals. Knowledgeable teachers also possess the skills to interpret test results and to integrate the information obtained through assessment into the development of individualized education programs for children with exceptional learning needs.

COURSE OBJECTIVES
SPED General and Adapted Curriculum Standards
Upon completion of this course, the candidate will be able to:
- Draw upon appropriate data to develop classroom and instructional plans [NCPTS 1a.2]
- Implement and adhere to policies and practices positively affecting students' learning [NCPTS 1d.1]
- Uphold the *Code of Ethics for North Carolina Educators* and *Standards for Professional Conduct* [NCPTS 1e.1]
- Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction [NCPTS 4h.1]

SPED General and Adapted Curriculum Specialty Standards
Upon completion of this course, the candidate will be able to:
- Know the typical characteristics of students in each disability criteria: eligibility criteria [NCSSGC 1.3, NCSSAC 1.3]
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult): assessment for transition planning [NCSSGC 1.4, NCSSAC 1.3]
- Evaluate reliability, validity, and the technical soundness to select measures used in assessment student for eligibility, instructional decisions, and progress monitoring. [NCSSGC 2.1, NCSSAC 2.1]
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiated instruction. [NCSSGC 2.2, NCSSAC 2.2]

- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension [NCSSGC 2.3, NCSSAC 2.3]
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency, and written expression. [NCSSGC 2.4, NCSSAC 2.4]
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning) [NCSSGC 2.5, NCSSAC 2.5]
- Use age appropriate transition assessments for students ages 14 and above. [NCSSGC 2.6, NCSSAC 2.6]
- Maintain confidentiality [NCSSGC 6.5; NCSSAC 7.5]

Key for Standards
NCPTS = North Carolina Department of Public Instruction Profession Teaching Standards
NCSSGC = North Carolina Department of Public Instruction Specialty Standards General Curriculum
NCSSAC = North Carolina Department of Public Instruction Specialty Standards Adapted Curriculum

INSTRUCTIONAL METHODS
This course will include a combination of lectures and class discussions, cooperative in-class learning activities, on-line learning activities, and field experiences. Additional instructional methods include required readings in text and professional literature, role play of multidisciplinary teams, and case study analysis. Clinical experiences occurring at schools include the following: curriculum-based measurement, curriculum-based assessment, direct behavior ratings, background review, and anecdotal observations.

COURSE CONTENT
This course will provide the background knowledge and skills for special education teachers to be an active member of the multidisciplinary team and the problem solving team.
- Special Education Assessment: Introduction, Ethical Considerations, Professional Standards
- Problem Solving and Response to Intervention
- Selecting Appropriate Measures: Normative Sample, Reliability, Validity, Norms, Test Utility and Limitations
- Standardized Measures: Criterion-Referenced Test Scores: Percentage, etc.; Norm-Referenced Test Scores: standard scores, t-scores, percentile ranks, grade-equivalent scores, age-equivalent scores
- Classroom Assessment
- Progress Monitoring and Curriculum –Based Measurement
- Achievement
- Diagnosing a Specific Learning Disability
- Academic Aptitude
- Adaptive Behavior
- Social and Emotional Behavior
- Language and Bilingual Assessment
- Career and Vocational Assessment for Transition Planning
- Parents and Test Information
- North Carolina Eligibility Guidelines

ILLUSTRATIVE COURSE ACTIVITIES
- Lectures and class discussions on course content
- Required readings in text and professional literature
- Classroom exercises in curriculum-based assessment and curriculum-based measurement
- Role play of multidisciplinary teams
- Case Study analysis
- Large and small group discussions
- Clinical experiences occurring at schools include the following: curriculum-based measurement, curriculum-based assessment, direct behavior ratings, anecdotal observation, records review

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE
- Tests and comprehensive final exam
  - For the graduate level, there are two major tests and a comprehensive final exam.
  - Course content prepares students for proficiency in NCDPI Evidences 2, 3, 5, and 6: technical soundness of tests; assessment of reading, written language, and mathematics; transition assessment; eligibility criteria; CBM and progress monitoring.

- Topical paper: NCDPI Evidence #2; required (see attached document)
  - o For the graduate level, the paper is required to be longer. See attached directions and scoring rubric.
- Case Studies: pre-referral to placement, curriculum-based assessment, formal assessment results for eligibility determination
  - o Case Studies elements prepare the student for proficiency in NC DPI Evidence 4: Ethics
- Class Participation

How This Course Differs from SPED 3173: Assessment in Special Education
This course is similar to SPED 3173 because candidates are obtaining knowledge and skills for initial licensure. The difference is in the depth of comprehension and application of content covered and the depth and length of the required topical paper.

Grading Policy
  Performance Standards:

Assignment	Points
2 Tests-must be proctored	200 points (2 @ 100 points each); 36% of grade
Paper	100 points; 18% of grade
Paper Presentation	50 points; 9% of grade
Comprehensive Final	100 points; 18% of grade
Participation (includes case studies)	100 points; 18% of grade
Total	550 points

Grading Scale: Grading is on a 10-point scale.
  A = 90 to 100% of total points
  B = 80 to 89% of total points
  C = 70 to 79% of total points
  U = ≤69% of total points

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Probable texts:

McLoughlin, J. and Lewis, R. (2008). *Assessing Students with Special Needs,* 7th ed. , NJ: Pearson, Inc.

Brown-Chidsey, R. and Steege, M. (2005). *Response to intervention: Principles and strategies for effective practice.* NY: The Guilford Press.

Hosp, M., Hosp, J., & Howell, K. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement.,* NY: Guilford Press.

Supplemental readings:
American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. (1999). *Standards for educational and psychological testing.* Washington, DC: American Educational Research Association

Goh, D. (2004). *Assessment accommodations for diverse learners.* Boston: Pearson Education, Inc.

Herrera, S., Murry, K., & Cabral, R. (2007). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students,* Boston: Pearson Education, Inc.

Pierangelo, R. and Giuliani, G. (2006). *The special educator's comprehensive guide to 301 diagnostic tests, revised and expanded edition.* CA: Jossey-Bass

Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing culturally and linguistically diverse students: A practical guide.* NY: Guilford Press.

Sousa, D. (2007). *How the Special Needs Brain Learns,* second edition. CA: Corwin Press.

Truss, Lynne (2003). *Eats, Shoots, & Leaves: The zero tolerance approach to punctuation.* NY: Gotham Books, Inc.

Supplemental Journal Articles

Burns, M. (2002). Comprehensive system of assessment to intervention using curriculum-based assessments, *Intervention in School and Clinic, 39*(7), 8-13.

Huebner, E. Scott. (1988). Bias in teachers' special education decisions as a function of test score reporting format. *Journal of Educational Research, 81,* 217-220.

Miller, D. (2006). Students with fetal alcohol syndrome: Updating our knowledge, improving their programs. *Teaching Exceptional Children, 38*(4), 12-18.

Rao, S., Hoyer, L., Meehan, K., Young, L. & Guerrera, A. (2003). Using narrative logs-Understanding students' challenging behaviors. *Teaching Exceptional Children, 35*(5), 22-29.

Rourke, B. (2005). Neuropsychology of learning disabilities: Past and future. *Learning Disability Quarterly, 28*, 111-114.

Yell, M., Katsiyannas, A., and Shiner, J. (2006). The No Child Left Behind Act, adequate yearly progress, and students with disabilities. *Teaching Exceptional Children, 38*(4), 32-39.

Web resources
National Center on Response to Intervention: http://www.rti4success.org
NASP: RTI Information: http://www.nasponline.org/resources/rti/index.aspx
Intervention Central: http://www.interventioncentral.org
Direct Behavior Report: http://www.directbehaviorratings.com
NASP Resources for Educators: http://www.nasponline.org/educators/index.aspx
Council for Exception Children website: http://www.cec.sped.org
National Dissemination Center for Children with Disabilities (NICHCY): http://www.nichcy.org/training/contents.asp
What Works Clearing House: http://ies.ed.gov/ncee/wwc/
National Center for Learning Disabilities: http://www.ncld.org
Museum of Disability: http://www.museumofdisability.org/
RTI Plus: http://www.educationprocesssolutions.com.
DIBELS website: http://DIBELS.uoregon.edu
IRIS: RTI Overview: http://iris.peabody.vanderbilt.edu/rti
IRIS: Assessment: http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm
The Behavior Reporter: http://www.jimwrightonline.php/rbrc/rbrc.php
Research Institute on Progress Monitoring: http://progressmonitoring.org
North Carolina DPI Training Materials:
    http://www.ncpublicschools.org/ec/development/learning/responsiveness/rtimaterials

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Academic Integrity: Students have a responsibility to know and observe the requirements of the *UNC Charlotte Code of Student Academic Integrity* (see p. 375 UNC Charlotte 1999-2001 Course Catalog). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor. http://www.legal.uncc.edu/policies/ps-105.html

The following conduct is prohibited in the Code as violating standards of academic integrity:
   Cheating: Intentionally using or attempting to use unauthorized alteration or invention of any information or citation in an academic exercise. This definition includes unauthorized communication of information during an academic exercise **[includes phone calls to students who have taken the exam requesting information about specific test/quiz questions]**.
   Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
   Multiple Submission: The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization from the instructor.
   Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
   Abuse of Academic Materials: Intentionally or knowingly destroying stealing or making inaccessible library or other academic resource material.
   Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Policy on a Grade of Incomplete: To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (P. 36 of the UNC Charlotte 2009-2010 Graduate Catolog). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Diversity Statement: The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

Additional note to students: class discussions in this class may touch on topics that may be, unknowingly, sensitive to some students or may be stated in a way that may be considered rude or prejudicial, even though this was not the speaker's intent. At any time, please notify the instructor of these situations so that they can be discussed openly and honestly, either in class or privately, so that good, positive communication can continue between classmates and between the class and the instructor.

Attendance: Students will earn **participation points** for each class session with the total number of possible points of 100 points (see Participation grading below). Participation points are earned through participation in whole-class discussion, in-class Case Studies, and other assigned small group work. Participation points will average 6 points per class session.

Late Assignments: No point credit will be awarded for late assignments. Deadlines may be extended for students with adequate cause; examples of "adequate cause" include illness (requires doctor's excuse) and death in the family (requires verification). Only one extension may be arranged during the semester. This extension must be discussed and agreed upon with the instructor and must be finalized via an individual written **contract** prior to the due date (This does not include the date the assignment is due). A detailed email explaining the situation is required.

Professional Quality: All work should be completed neatly and of professional quality (ie., no errors in grammar or spelling; no typing errors). Directions for assignments should be followed carefully. If you do not understand the requirements of an assignment, it is your responsibility to contact the instructor prior to the due date. Specific assignment guidelines will be provided in the assignment directions and the scoring rubric.

Tests: Failure to take an assigned test will result in a zero for that test. Permission to take a test other than on the test date, requested prior to the test date, may be granted. Extenuating circumstances are the same as described above under Late Assignments. Usually, plan on taking the test early, not late.

In Class Behavior: At a minimum, students should exhibit behavior that they will be expected to require of the students they will teach. This includes polite behavior exhibited in all communications, preparation for class, and participation during class activities. Review *dispositions* of a professional educator. *Dispositions Procedures apply.*

Cellular Phones and Beepers: All cellular phones and beepers are expected to be turned off during class unless you have an emergency situation in which you will need to receive prior permission of the instructor. In this situation, set your ringer to vibrate so as not to disturb your colleagues in class.

Voice Mail: In this age of faster technology, instant response has become the expectation; however, the reality of a 24 hour day remains. Messages left on this instructor's voice mail will be responded to in a timely manner—please remember that the university offers coursework outside of a traditional work day (8-5) which results in nontraditional work hours for faculty. Messages left after 5 PM may not be received that evening or first thing the following morning. Messages left late Friday afternoons may not be received until the following week.

Email: Email has become an integral part of communication with the professor and between colleagues. However, there is still a time lag between the time students email a question or concern and the time that the professor can respond adequately and appropriately. Also, other students may benefit from the question/response experience. Therefore, the following rules of *email etiquette* are to be followed:

a. Send an email if you are documenting an attendance issue or other emergency. Put in the subject line: 5173-Attendance. Use the Moodle message link or my UNCC email address.

b. If you have a question regarding an assignment, test, reading, or other course content material, please bring your question to class so the entire class may benefit from your question and the subsequent response.

c. If you have a private and/or personal concern, then a *face-to-face conference* is strongly recommended. Misunderstandings and misinterpretations are more likely to occur during email exchanges. Also, difficulties and differences can more quickly be resolved in a direct conference. *This instructor maintains the authority to not respond in length to an email but instead require a face-to-face conference to problem-solve any issue with the student.*

Inclement Weather Statement: In the event of severe inclement weather, the University will operate on its ormal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. There may be times when the University officially remains open but bad weather in the region makes it unsafe or unwise for faculty or students to travel. To determine if the University is closed due to weather conditions, call the University inclement weather hotline: 704-686-2877. If bad weather affects internet access, we will problem solve each situation individually. Be sure to check your UNCC email or Blackboard/Moodle email for notification of class cancellations authorized by the instructor.

Students with an identified disability: Students who have any identified disability that may affect their ability to demonstrate academic knowledge and content mastery (competency) in this class are encouraged to notify the instructor at the beginning of the semester or as soon as possible after an initial diagnosis. Documentation of the disability must be on file with the appropriate UNCC office. Specific accommodations are determined on an individual basis based on the filed documentation.

The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed.

Special Note: The instructor reserves the right to make modifications in the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above.

ATTACHMENTS
Course Calendar

Week 1	Course Introduction
Week 2	Special Education Assessment
Week 3	Selecting Appropriate Measures: Normative Sample, Reliability, Validity
Week 4	Standardized Measures
Week 5	Classroom Assessment; Progress Monitoring and Curriculum–Based Measurement
Week 6	Test 1
Week 7	Achievement
Week 8	Academic Aptitude; Adaptive Behavior
Week 9	Diagnosing a Specific Learning Disability; Response to Intervention Model
Week 10	Social and Emotional Behavior
Week 11	Test 2
Week 12	Language and Bilingual Assessment
Week 13	Career and Vocational Assessment for Transition Planning
Week 14	Parents and Test Information; Paper Presentations
Week 15	Paper Presentations
Week 16	Comprehensive Final Exam

Current References

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Electronic Evidence materials and rubric.
NCDPI Evidence 2: See attached Topical Paper Assignment and related scoring rubric.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Janet K. Baxter

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _2/24/10_ by the College Graduate Curriculum Committee
          Date   Chair:_____

Assignment: 10-15-Page Topical Paper: APA style, 7-10 journal references minimum (not books), double spaced, 11 or 12-pt Times Roman font. Instructor <u>must</u> be notified by the second day of class as to your topic of choice. The counted pages do <u>not</u> include the cover page, the abstract, or the reference page.

Please note: SPED 3173: 10-12 pages minimum

                    SPED 5173: 13-15 pages minimum

Purpose of this Assignment

1. To demonstrate learning skills of literature search, review of professional work, analysis, synthesis, and reflection to professional practice.

2. Professional writing demonstrating scholarship and depth of knowledge

Guidelines for Paper

In a well-written professional paper, elaborate on one of the topics below. An outline is also provided below suggesting how all points may be adequately addressed. Be sure to investigate the educational and school-psychology literature for your paper. The paper should be research-based. All paraphrased statements and quotes must be appropriately cited using American Psychological Association (APA) Publication style. Remember, you are writing for an audience of your peers (special-education practitioners) and the quality of your writing should reflect professionalism.

Choice of Topics:
- [ ] Limitations of Traditional Assessment Practices for Eligibility
- [ ] Consequence Validity
- [ ] Data-Based Decision-Making
- [ ] Assessment Format in Relation to Student Performance
- [ ] Nonbiased Assessment Practices for Students from Diverse Backgrounds
- [ ] Research-based Accommodations in Assessment Practices
- [ ] Assessment for Transition Planning
- [ ] Other: <u>must</u> have prior approval by the instructor AND must be related to special education <u>assessment</u>

Directions:

1. For each topic above, <u>find 7-10 references</u> that will enhance the content of your paper from peer-reviewed journal articles. Articles should be current: within 10 years. Use of books, texts, or magazines will <u>not</u> be considered a reference for this paper. Website information is good for you to use as background for your own reading, <u>but will not be considered as a reference.</u>

    a. Library website to EBSCO tutorials and other supports: http://support.ebsco.com/ebscohost2/training.php

    b. Website link to Cambridge (CSA Illumina) tutorial and supports: http://www.csa.com/tutorials/quicksearch.html?SID=dnt3vvq2c5kvgl7kckbn3497r6

2. Organize your information into the format as shown on page 3 of these directions.

3. **Remember, *assessment* includes assessment for eligibility or diagnosis <u>and/or</u> assessment for instructional planning. Remember also that *assessment*, per class discussion, is a <u>process</u> or <u>steps in obtaining information</u>.**

4. *For students in seated classes*: by the date designated on the syllabus, submit an outline and a 5-page draft of your paper for feedback and suggestions. Use the Paper Rubric as a guide when outlining your paper. Save your 5-page draft using a file name: course number.LastName.draft [*Example*: 5173.Baxter.draft or 3173.Baxter.draft]. After I have reviewed your 5-page draft (hopefully, within one week), the draft will be returned to you with comments (editorial, APA format, and content) to guide you as you complete your paper.

    For students in online classes: submit your draft electronically

5. If needed, you may be required to take your work, the paper directions, and references to the Writing Center for tutoring and additional support. <u>Documentation of Writing Center visits will be required.</u> If it has been a while since you've written a college paper, this is a good resource to use to have a draft of your paper reviewed before submission. There are experienced tutors available who have been trained to work with adult students.

6. Complete your paper. At the bottom of your completed paper include the following paragraph:

7. Write an Abstract of your paper. This will be the second page of your paper. The abstract should not be longer than 120 words. See pages 12-15 on the APA Publication Manual, fifth edition for a description of a good abstract.

8. Evaluate your paper using the Paper Rubric provided on Blackboard. Complete the column 'What I think I scored.'

9. Save your final draft using a file name: course number.Last Name.paper [Example: 5173.Baxter.paper or 3173.Baxter.paper]. Be sure to save an electronic copy of your paper.

10. Prior to submission, submit your work for textual similarity review via *Turnitin.com* for detection of any plagiarism and/or false misrepresentation. No paper will be submitted to *Turnitin.com* without your written consent. Further information regarding log in and password will be given later in this course.

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper

11. *For students in seated classes*: on the required date as noted on the syllabus, submit your completed paper in hard copy. You will also need to submit a copy of the scoring rubric with the column 'What I think I scored' completed as well as documentation that you did submit your paper to Turnitin.com.

    For students in online sections: submit the paper, rubric, and required documentation, as noted above, electronically.

12. Your paper will be reviewed and scored within 2 weeks. Once you have received your paper with comments and the scored rubric, you will have an additional 2 weeks for paper revisions.

13. Resubmit your revised paper, the scored rubric, and the original paper for final review.

Recommended Outline
Title Page

Abstract Page

A. Introduction
1. Provide an introduction to your topic. Include information regarding current legislation related to your topic, an explanation of your topic, and a description with components, if relevant. Introduce new terms and other critical elements of your topic.
2. Include a brief paragraph providing the reader with the main points that will be covered in the body of your paper (tell the reader what will be read)

B. Body
1. Subtopic 1: Explain to the reader why your topic is important to the education field. Compare and contrast any controversy/issue/competing view.
2. Subtopic 2: Develop a review of the authoritative viewpoints surrounding your topic. Provide specific research. At the end of this subsection, provide a synthesis of the research reviewed.
3. Subtopic 3: Implications for Teachers. Provide a reflection of the implication of the information provided in your paper regarding educational practice. This is a research-based paper, therefore your thoughts need to be based from ethics, professional standards, and best practice knowledge.

What is a Reflection?

Reflection means thoughtfully considering or meditating on a topic. The root meaning of reflect is "to bend back" and one meaning appropriate for this purpose is "to think quietly and calmly." What is needed when writing a reflection is to look back over a situation or experience and consider how it relates to theory and best practice. Successful reflection enables self-awareness, personal and professional growth, and improved professional practices. In this situation, reflection requires the thoughtful and careful reporting and analysis of your understanding of your topic. Your reflection should include things such as:

- Analyzing the paper by connecting the information to the ethical considerations and the professional standards regarding assessment discussed in class.

- What personal learning and professional growth has occurred for you as you developed this paper?

- What do you think special education practitioners should do with regard to your topic? Defend your recommendations. Think critically!

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4. Be sure to use transition phrases, sentences, or paragraphs between your main points to aid the readability and flow of your paper. Please note, the subheading is not a transition – you will need a transition phrase or sentence to assist the reader to move from one subtopic to the other (See page 5 of this document for examples.)

5. Use section headings, as necessary (APA format style). For this size paper, two levels of headings should be sufficient.

Example: Article with two levels of headings [See pages 113 and 114 of APA Publication Manual]

Heading: Centered Uppercase and Lower case Heading [Title of your paper]

Subheading; Flush left, italicized, Uppercase and Lowercase Side Subheading[Each subheading]

C. Summary
1. Summarize the introduction and body sections, and I mean, <u>summarize</u>. In other words, include a brief paragraph listing each of the main points you've presented (tell the reader what was just read) and any key information that was important in your paper. In a way, this is the reverse of your introduction.

D. Recommendations for practitioners –be sure to include <u>each</u> of the 4 points below:
1. Is further research needed?
2. Is there additional information that the reader may want to pursue independently?
3. Are there professional cautions and concerns found in your journal articles that the authors listed as important?

Example of APA format

<div align="center">

Title of your paper

[this is the only heading that is centered on the page]

</div>

Introductory Paragraph

Importance to the Field

Review of Literature

Reflection regarding Educational Practice

Summary

Recommendations

E. References:
Paper must include the use of 7-10 references from <u>journal</u> articles, preferably research articles. Book references will not meet the requirements of this paper. You may also use your text to obtain primary references.

❑ **Do <u>not</u> use Dr. Baxter's PPT lecture notes as references.** These notes came from various articles and texts and should be referenced as such.

Suggestions:
❑ Common errors in the past have resulted from creative usage or ill-usage of <u>commas</u> and the omission of good introductory and summary paragraphs. Revisit your college first-year English texts for a review of punctuation rules. For examples, see page 5 of this document.
❑ Purchase the current APA Manual: Publication Manual of the American Psychological Association, fifth edition (2001) or the sixth edition (2009). American Psychological Association, Washington, DC. Page numbers below are from the fifth edition.
  - ❑ Grammar suggestions: pp. 40-65
  - ❑ APA Editorial Style: pp. 78-87
  - ❑ Quotations and citation within quotes: pp. 117-121
  - ❑ Reference Citations in Text: pp. 207-215
  - ❑ Reference List: pp. 215-268
  - ❑ Sample paper for title page, running head: p. 306
  - ❑ Sample paper for headings and subheadings: p. 308
  - ❑ Sample paper for references: p. 313-314
❑ APA Publication Manual Crib Sheet: http://www.wooster.edu/psychology/apa-crib.html
❑ Be sure to refer to the Paper Rubric as a guide as you are writing this paper.

Suggestions for Writing and Punctuation
Note: To use the following, you must first understand the difference between an independent clause and a dependent clause. An <u>independent clause</u> is a phrase that contains a subject and verb and that can stand alone as a complete sentence. A <u>dependent clause</u> is a phrase that does not contain a subject and a verb, cannot stand alone as a complete sentence, and must be reworded or attached to an independent clause to form a complete sentence.

Use a comma

- To separate items in a series. (The comma separates the items in a list and belongs before the "and" or the "or" at the end of the series):

  Example: The common causes of depression in college age students include sleep deprivation, inadequate diet, broken relationships, loneliness, and substance abuse.

- To separate two independent clauses joined by *and, but, or, nor, for, so,* or *yet:*

  Example: We could go white water rafting without a guide and equipment, or we could protect ourselves by hiring a guide and using the best equipment possible.

- To separate a dependent clause from an independent clause:

  Example: To succeed in using commas (dependent clause), a student must practice writing many sentences (independent clause).

- To set off a dependent clause that modifies the independent clause, whether at the beginning, middle, or end of the sentence.

  Example: Not worried about protecting her skin, Becky drove to the beach in a convertible.

  Example: Becky, not worried about protecting her skin, drove to the beach in a convertible.

- To set off words or phrases that may be additional information but are not necessary to the meaning of the sentence (i.e. are nonrestrictive):

  Example: Billy Joel, who is talented, will be successful.

Transitions

Transitions 1) help readers connect sentences within paragraphs, paragraphs within sections, and sections within the entire document; 2) help readers follow your ideas easily; and 3) help the writer lead the reader from one sentence, paragraph, and section to another. Transitions can be 1) single words within sentences (like *therefore, however, consequently*); 2) sentences at the beginning of paragraphs (to introduce the main idea); 3) sentences at the end of paragraphs (to preview the next paragraph); 4) sentences at the beginning of sections (to introduce the main idea of the section); and 5) sentences at the end of sections (to preview the main idea of the next section). For example:

Example: Becoming a good writer takes practice; therefore, you should spend time on drafting and revising your written assignments.

Example: The following section discusses the causes of cell division by explaining the differences between meiosis and mitosis.

Resource: adapted UNCC Writing Resources Center

Scoring Rubric: Topical paper

Task	Inadequate (0)	Emergent (1.0-2.1)	Proficient (2.2 - 2.7)	Accomplished (2.8 - 3)	What I think I scored	Score	Re-write Score
Title Page	Title Page missing	Simple Cover Page included	APA format title page included, without proper running head or page header	APA format title page included with proper running head and page header			
Abstract Page	Abstract missing	Incomplete Abstract included	Appropriate Abstract included that is brief, accurate, concise, and not longer than 120 words.	Abstract included that is brief accurate, concise, and comprehensive.			
Introduction	Introduction missing	Introduction section includes reference to the topic and elaboration but does not include paragraph stating the main points of the paper.	Introduction includes background information as to why the topic of this paper is important to special educators. **Introduction section includes a paragraph that states the main points that will be discussed in the paper showing the scope of the paper.**	Introduction includes elaboration on the purpose of the paper, background information as to why the topic of this paper is important to special educators, and a paragraph that states the main points and subpoints that will be discussed in the paper. **Provides the reader with a clear context and the direction of the paper.**			
Body Organization	No organization	Body of paper has limited organization, seems disjointed, with lack of direction.	Body of paper is organized and coherent with only **minor suggestions or corrections** needed. Person-first language is used throughout.	Body of paper is well organized and flows logically from one point to the next. Presents scholarly information, is concise, uses headings and subheadings appropriately, and uses person-first language. **No suggestions or corrections are needed.**			
Use of Quotes	No referencing of material is provided.	More than 5 direct quotes used. Lacks referencing of paraphrased material.	Only between three and five direct quotes used with appropriate documentation of sources using APA format style.	Less than three direct quotes used. Paraphrased material is appropriately referenced using APA format style.			
Subtopics	Body of paper missing subtopics; APA formatting is missing;	One or two subtopics are provided; however, support of research or main points appear vague, or points brought forward are not meaningful to the topic. APA formatting is incorrect.	Body of paper includes the subtopics that are relevant to the topic. Each subtopic is described thoroughly and is supported by **at least two research articles.** Subheadings and research reported are referenced using APA format style.	Body of paper includes **the three subtopics.** Each subtopic contains points supported by **more than two research articles** and are referenced using APA format style.			

Criteria	Lowest	Middle	Highest
Subtopic 1- why topic is important; compare/contrast. Level of Content Knowledge	Lack of content knowledge evident	Subtopic 1 vague or points brought forward are not meaningful to the topic. Demonstrates a basic knowledge of the content area. APA formatting is incorrect.	Subtopic 1 explained with at least two journal references supporting this section. Demonstrates an appropriate level of content knowledge. Subheading and research reported use APA format style.	Subtopic 1 explained with more than two journal reference supporting this section with good integration. Demonstrates extensive knowledge of content. Subheading and research reported are referenced using APA format style. Thoughts are conveyed clearly and logically.
Subtopic 2- review of authoritative viewpoints. Level of Content Knowledge	Lack of content knowledge evident	Subtopic 2 vague or points brought forward are not meaningful to the topic. Demonstrates a basic knowledge of the content area. APA formatting is incorrect.	Subtopic 2 explained with at least two journal references supporting this section. Demonstrates an appropriate level of content knowledge. Concluding summary shows an analysis and synthesis of content. Subheading and research reported use APA format style.	Subtopic 2 explained with more than two journal references supporting this section with good integration. Demonstrates extensive knowledge of content. Concluding summary shows an extensive analysis and synthesis of the content with appropriate insights. Subheading and research reported are referenced using APA format style.
Subtopic 3- implication for teachers; reflection using ethics, professional standards, best practice	Lack of content knowledge evident	Subtopic 3 vague or points brought forward are not meaningful to the topic. Demonstrates a basic knowledge of the content area. APA formatting is incorrect.	Subtopic 3 explained with at least two journal references supporting this section. Demonstrates an appropriate level of content knowledge. A reflection is included demonstrating the writer's growing professional perspective. The author ties information to ethical considerations discussed in class, professional standards discussed in class, and best practice knowledge learned through the development of this paper. Subheading and research reported use APA format style.	Subtopic 3 explained with more than two journal references supporting this section with good integration. Demonstrates extensive knowledge of content. A reflection is demonstrating the writer's growing professional understanding of the material. The author ties information to ethics discussed in class, professional standards discussed in class, and best practice knowledge learned through the development of this paper. In addition, the reflection ties the information provided in the paper to class discussions and course content. Subheading and research reported are referenced using APA format style.
Transitions	Transitions missing.	Transitions missing between any of the three sections listed, between introduction and first section, or between last section and summary section and conclusion.	A transition phrase or sentence is included helping the reader move from the introduction to the body, each point or main idea to the next in the body of the paper, and from the body to the conclusion.	Elaborate (use of paragraphs) transitions are provided in each of the areas listed.

Summary	Summary is missing	Summary lacks specificity. Does not include a summary after each subtopic.	Brief summary of each subtopic included in the body of the paper. Final summary provides a synthesis of the research covered in the paper and includes a brief paragraph listing the main points read.	Brief summary of each subtopic included in the body of the paper. Final summary provides a synthesis of the research covered in the paper and includes a paragraph listing the main points and subpoints developed in the paper. **Brief overview of points and subpoints is provided.**		
Recommenda-tions	Recommend-ations missing.	Recommendations offered are vague or not directly related to points presented in the paper.	Recommendations include (1) further research needed, (2) additional information that the reader may want to pursue independently, and (3) professional cautions and concerns.	Recommendations made are timely for the challenges the profession faces and include (1) further research needed, (2) additional information that the reader may want to pursue independently, and (3) professional cautions and concerns. (4+) Additional recommendations are offered that reflect an in-depth understanding of the topic.		

Instructor comments on content:

Paper Format

References	<5 Research Articles, APA format style not used	5-7 Research articles, APA format incorrect.	7-10 Research Articles; APA format style used, minor format errors noted. Citations within the body of the paper and the reference list were presented.	>10 Research Articles, APA format style used with no errors. All necessary citations were included in the paper. References matched the citations.	
Grammar and Sentence Structure	Poor grammar and sentence structure. Word choice errors.	> 2 grammatical error and poor sentence structure; includes sentence fragments. Word choice often inappropriate but developing.	Only 1-2 minor grammatical error, no sentence fragments found. Sentences were well formed and word choice is appropriate.	NO grammatical errors, sentence fragments, or improper grammatical structure found. Sentence structure is fluid and word choice is scholarly.	
Spelling and Typing	Numerous errors	> 2 spelling errors	Only 1-2 spelling or typing errors	NO spelling or typing errors	
Punctuation	Numerous errors	> 2 punctuation or typing errors; comma errors noted	Only 1-2 punctuation errors, including commas.	No punctuation errors, including comma placement.	
Pages	< 8 pages	< 10 pages or uses extra spacing between paragraphs and at the margins to 'lengthen' the paper.	Pages: does not include the cover page, the abstract page, or the reference page. SPED 3173: 10-12 pages minimum SPED 5173: 13-15 pages minimum	SPED 3173 >13 pages SPED 5173 > 15 pages	
18				Maximum Total Points = 54	

Grade for project is 1.85 times your score: x 1.85   _____ _____ _____

Total possible points: 100; Grade based on a 10-point scale   Grade   _____ _____ _____

Additional Comments:

UNC CHARLOTTE

College of Education

COURSE NUMBER SPED 5279   **CREDIT HOURS** 3

COURSE TITLE Content-Area Instruction for Students with Special Needs

CATALOG DESCRIPTION

SPED 5279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275; SPED 5277. Prerequisites for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274.This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall, Spring)*

COURSE PREREQUISITES for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275 or 5276; SPED 5277

COURSE PREREQUISITES for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274.

COURSE COREQUISITES   **N/A**

COURSE RATIONALE
As students with special needs progress through the years of their education, they make a significant transition from classes addressing basic skills and learning to read to content-area courses that require skills in "reading to learn." Essentially, the curriculum for adolescents with disabilities typically reflects a highly rigorous experience of education in general education classes focused on English, social studies, science, and mathematics, which presume a solid foundation in study skills and basic skills in literacy. Special education teachers play a vital role in middle and secondary schools in supporting students with special needs' potential to access content area courses by designing effective 21st century learning environments, collaborating with general educators, teaching learning strategies, and enhancing the content with graphic organizers, digital materials, and computer-based multimedia. This course contributes to the development of **excellent professionals** as defined by the COED Conceptual Framework by focusing on the strands and associated learning outcomes of knowledgeable teachers, effective practitioners, reflective teachers, and responsive teachers in several ways. It is critical for special educator teachers in a K-12 school system to possess the **knowledge and skilled application** of research-based strategies **for effectively** supporting students with special needs at the middle and secondary level. Special educators must be **reflective and responsive.** They must be able to evaluate academic setting demands, collect data, and make informed decisions about the integration of instructionally relevant technology, content enhancements, and learning strategies to improve student performance. Further, unique in this course, special educators must demonstrate a foundation of **knowledge of the content areas** in order to make that content more accessible for a diverse population of students with a range of abilities. The course, along with Teaching Reading to Middle and Secondary Learners with Special Needs, provides a critical extension of the instructional repertoire of special educators into the upper grades and builds upon a strengths in designing effective learning environments that promote positive behavior and intervention to show improvement in student performance. Further, as listed below the course is designed to address North Carolina Professional Teaching Standards (NCPTS) at the proficiency level as well as the North Carolina Instruction Specialty Standards (SS) for General Curriculum (GC) and Adapted Curriculum (AC) consistent with NCATE-approved standards for special education.

COURSE OBJECTIVES

The relationship between the objectives and standards specific to NCPTS and NCSS for GC and AC will be noted below with by standard number.

> **Key for Standards**
> NCPTS = North Carolina Department of Public Instruction Professional Teaching Standards
> NCSSGC = North Carolina Department of Public Instruction Specialty Standards General Curriculum
> NCSSAC = North Carolina Department of Public Instruction Specialty Standards Adapted Curriculum

Upon completion of the course, the candidate will be able to:
- Collaborate with general education content-area specialists to share instructional responsibilities [NCPTS 2d.1; NCSSGC 6.3; NCSSAC 7.3]
- Recognize effective models of collaborative instruction that reflect parity of expertise and responsibility while integrating effective components of specialized instruction [NCPTS 2d.2 NCSSGC 6.3; NCSSAC 7.3]
- Demonstrate breadth of content knowledge in the major subject areas appropriate for supporting students with disabilities in content-area courses [NCPTS 3b.1, 3c.1]
- Design effective learning environments that promote achievement for students with disabilities in the general curriculum [NCPTS 2a.1, 2c.1, 4f.1]
- Explain the framework of Universal Design for Learning as an instructional response to inclusive classrooms [NCPTS 3d.1, 4d.1, 5c.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize instructionally relevant examples of computer-based and web-based media to enhance instructional effectiveness in the content areas consistent with a UDL instructional design [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Use Smartboard technology to integrate multimedia into content-area instruction [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize effective examples of Web 2.0 technology to enhance content instruction and interactivity in web-based learning [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize and integrate assistive technologies and accessible materials appropriate for learners experiencing limited academic performance in content-area courses [NCPTS 4c.1, 4d.1; NCSSGC 3.5; NCSSAC 5.4, 6.6]
- Use research-based strategies for enhancing conceptual clarity of high-level content [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Select research-based learning strategies to support academic performance of struggling learners in content-area coursework [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Evaluate effectiveness of learning strategies on long-term academic performance of learners with disabilities [NCPTS 4.b.1, 4h.1]
- Differentiate instruction for learners performing at different academic levels while maintaining rigorous academic instruction [NCPTS 2d.2, 4a.1, NCSSGCAC 2.2]
- Create a comprehensive unit plan in a content-area that includes conceptually explicit objectives for student performance and addresses the needs of a wide range of learners [NCPTS 3c.1; NCSSGC 3.3, 3.4, 3.5; NCSSAC 5.4; EE3]

INSTRUCTIONAL METHODS

This course is designed to be taught in a hybrid format with the majority of sessions conducted face-to-face class. Web-based learning modules and a combination of self-paced and scheduled quizzes designed to develop and assess background knowledge and critical content knowledge in the content areas at the middle/secondary level. In-class sessions will include a balance of interactive lectures and small group discussion of professional issues based on an array of relevant materials. Critical intervention strategies taught in the class will be applied in a clinical setting with a selected adolescent in order to advance teaching expertise.

COURSE CONTENT

Included in this course would be a clear connection/extension of the themes of collaboration into content-area instruction with extensive discussion and training in models of co-teaching. The instructional perspective will emphasize Universal Design for Learning specifically modeling the use of technology to provide multiple means of representation, expression, and engagement in content instruction. Included in the UDL work would be the development of accessible, digital texts in line with the current Department of Education trends (e.g., NIMAS, NIMAC). Candidates will use the Smart board, integrate multimedia presentations, and examine the use of Web 2.0 technologies as teaching tools for interactivity/active student response. Further, the course will emphasize strategies for teaching content (math, science, English, and Social Studies) to students with diverse learning needs. Candidates learn the about the University of Kansas Strategic Instruction Model and receive intensive training in the content enhancement series and learning strategies curriculum for students in content classes. Candidates will also

develop skills in the area of creating effective learning environments for diverse populations including the use of peer-mediated instruction in the context of a learning environment designed around the principles of Positive Behavior Support. Finally, candidates would develop content area lessons that integrate the various strategies.

ILLUSTRATIVE COURSE ACTIVITIES

- In class, candidates will be trained in learning strategies from the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will be trained in various content enhancements the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will design accessible, digital materials appropriate for promoting content acquisition
- In class, candidates will examine multiple web-based instructional materials and multimedia
- In the clinical setting, candidates will work one-on-one with an adolescent or pre-adolescent student experiencing difficulty in a content-area class, examine areas weakness, strategy use and co-construct new strategy use.
- In the clinical setting, candidates will collect data to assess the academic performance gains of students using appropriate learning strategies
- In-class, candidates will present a PowerPoint and multimedia presentation to class peers to summarize their content-area unit plan.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Point values are given under Grading Scale below.
- **Formative Assessments:** In lieu of a formal midterm, candidates will be assessed via 10-item quizzes on fundamental content of the course at five points throughout the semester.
- **Discussion Group Participation:** Candidates will meet weekly in professional issues discussion groups based on recommended reading from the instructor. Candidates will demonstrate preparation for group meetings by completing reading logs prior to class meeting.
- **Web-based Learning Modules:** Candidates will complete ten web-based learning modules in a self-paced manner to demonstrate proficiency with course content, the NC Standard Course of Study and general curriculum content (i.e., science, math, social studies, and English).
- **Final Unit Plan:** NCDPI Evidences #3, required (see attached). Candidates will create an Instructional Unit Plan (IUP) designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area.

ADDITIONAL REQUIREMENTS FOR GRADUATE CREDIT (SPED 5279)

- **Learning Strategy Implementation:** Candidates will select one the learning strategies presented in class and complete the full instructional cycle with a small group of students exhibiting significant needs in vocabulary development or reading comprehension. Data will be collected to demonstrate student performance with the strategy.
- **Final Unit Plan Implementation: Co-teaching and UDL.** Candidates will implement their unit plan in a content-area class working with a general education teacher. The student population should include adolescents or pre-adolescents with special needs at the upper elementary, middle, or secondary level. The candidate will co-teach the class and provide effective whole class instruction in a UDL fashion with attention to content enhancements, technology integration, and learning strategies that serve as a foundation for student success in the content area. A final 2-3 page reflective paper will be completed to summarize this activity and the overall success/barriers of the experience.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

*Textbook*_____

Lenz, B. K., Deshler, D.D., & Kissam, B.R. (2004). *Teaching Content to All: Evidence-based inclusive practices in middle and secondary schools.* Boston: Pearson.

The Council for Exceptional Children. (2005). *Universal Design for Learning: A Guide for Teachers and Education Professionals.* Prentice Hall.

Training Materials Provided in Class for Pre-service Level Training in the Strategic Instruction Model:
University of Kansas Center for Research on Learning. *The Paraphrasing Strategy*
University of Kansas Center for Research on Learning. *The LINCS Vocabulary Strategy*
University of Kansas Center for Research on Learning. *The Paragraph Writing Strategy*
University of Kansas Center for Research on Learning. *The SLANT Strategy for Classroom Participation*
University of Kansas Center for Research on Learning. *The Test Taking Strategy*

Sample Bibliography _____

Boudah, D.J., Schumaker, J.B., & Deshler, D.D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? Learning Disability Quarterly, 20 (4), 293-316.

Boudah, D.J., Lenz, B.K., Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (2000). Content Learning through the Unit Organizer Routine. Teaching Exceptional Children, 32 (3), 48-56.

Coyne, M.D., Kame'enui, E.J., & Carnine, D.W. (2006). *Effective Teaching Strategies that Accommodate Diverse Learners (3rd Edition)*. Prentice Hall.

Deshler, D.D., & Tollefson, J.M. (2006). Strategic interventions: A research-validated instructional model that makes adolescent literacy a schoolwide priority.

Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *The Urban Review, 35*(3), 233-252.

Faggella-Luby, M.N., & Deshler, D.D. (2008). Reading comprehension in adolescents with LD: What we know: What we need to learn. *Learning Disabilities Research & Practice, 23*(2), 70-78.

Hughes, C.A., & Schumaker, J.B. (1991). Test-taking strategy instruction for adolescents with learning disabilities. *Exceptionality*, 2, 205-221.

Hock, M.F., Schumaker, J.B., & Deshler, D.D. (2001). The case for strategic tutoring. Educational Leadership, 58(7), 50-52.

Lenz, B.K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. *Perspectives, 24* (3), 16-19.

Mastropieri, M.A., & Scruggs, T.E. (2006). *The inclusive classroom: Strategies for effective instruction (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.

Rose, D. & Meyer, A. (2002). *Teaching Every Child in the Digital Age: Universal Design for Learning*. Association for Supervision and Curriculum Development.

Salend, S. (2005). *Creating Inclusive Classrooms: Effective and reflective practices for all students (5th ed.)*. Upper Saddle River: Pearson Education, Inc.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Alexandria: ASCD Publications.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Standard/Assignment	Point Value
Formative Assessments/Reviews	100 (20 points x 5 in-class assessments)
Discussion Group Participation (Reading logs)	100 (10 points x 10 meetings)
Web Postings	200 (20 points x 10 modules)
UDL, Co-teaching Clinical	100
Final Unit Plan	200
Total Points	700

Point range earned	Grade equivalent
650 – 700	A
600– 749	B
550 –599	C
549 & below	U

A. **Attendance:** Regular attendance is expected. Attendance will be taken at each class. Students are expected to attend and be prepared for class. If an absence is necessary, it should be cleared with instructor **PRIOR** to class. Students are responsible for making arrangements to receive any information missed and for making up any missed assignments.
   a. Tardiness/Leaving Early: Students are expected to be on time and remain the entire class period. Consistent tardiness may also result in grade reduction since the student will be held accountable for any announcements, date changes, etc. he/she may have missed at the beginning or end of a class session.
B. **Participation:** Class participation is expected and will be factored into the course grade. Participation requires more than being present in class. Students are expected to work on their own course goals (licensure competencies) and to significantly contribute to their classmates' achievement of course goals. Absences from class directly affect participation grade, as you cannot effectively participate if you are not present in class. (Homework is included here.)
C. **Late Assignments:** Students are expected to submit ALL assignments and take quizzes and tests on the established dates. 50% of points will be deducted if assignments are not turned in at stated times (without explicit prior approval from the instructor).
D. **Professional Dispositions:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of in class behaviors/dispositions that are considered by the instructor to be unprofessional include: a) carrying on side conversations during class instruction and/or while another individual is speaking, b) arriving late to class and disrupting others already engaged in the session's activities, c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the candidate, and d) demonstrating disrespect towards responses and/or opinions of others in the class. Students demonstrating unprofessional behavior during class sessions may be requested by the instructor to exit the class – allowing his/her peers and the instructor to continue with the class session.
E. **Cellular Phones and Other Electronic Devices:** All cellular phones and/or other electronic devices are expected to be turned off or on vibrate during class unless a student has an emergency situation in which he or she has informed the instructor prior to the beginning of class.
F. **Disability Services:** Students with **documented** disabilities who need special accommodations with regard to course work and assignments should inform the instructor at the beginning of the semester.

Communication: You may contact the instructor by email or by telephone. Email will be responded to faster than voicemail. Emails should be written with attention to clarity, professional etiquette, and standard academic language.
Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passi has not, due to circumstances beyond his/her control, completed all of the work in the course." (http://www.uncc.edu/gradmiss/GraduateCatalog0709.pdf). A contract must be written and signed by the student and instructor before grade of I can be posted.
Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (http://www.legal.uncc.edu/policies/ps-105catalog.html). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and compli in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's word is free from

academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the cod can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expecte to report cases of academic dishonesty to the course instructor.

College of Education Diversity Commitment
Students are responsible to observe the **College of Education Diversity Commitment** (http://education.uncc.edu/coe/diversity statement.htm). The College of Education is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Inclement Weather Policy
In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

Course Calendar: Face-to-face

Week:	TOPICS
1	- Course overview - Discussion of clinical placement and assignments - Conceptualizing inclusive instruction in middle/secondary content classes (i.e., English, social sciences, natural sciences, mathematics)
2	- Discussion of contextual factors in content area instruction for diverse populations; infrastructural limitations of middle and secondary schools for students with special needs - How does the middle/secondary curriculum create barriers for students most in need of effective instruction - Case Study Analysis - Reading Group Meeting 1
3	- Universal Design for Learning: Framework for teaching diverse populations - Comparisons to Differentiated Instruction and Strategic Instruction Model - Reading Group Meeting 2
4	- Designing Learning Environments in the Upper Grades to Support Students with Special Needs - Peer support strategies - Classwide peer tutoring, cooperative learning, collaborative reading groups - Reading Group Meeting 3
5	- Collaborative Instruction - Roles of Special Educators in Co-taught Classrooms - Models of Implementation of Co-teaching - Reading Group Meeting 4
6	- Analysis of Curriculum Expansion and Learner Diversity - SMARTER Planning Routine - Reading Group Meeting 5
7	- Introduction to the Unit Plan Assignment - The Unit Organizer Routine (KU-CRL) - Reading Group Meeting 6
8	- Effective Learning Strategies in Content-area classes - LINCS Vocabulary Strategy - SLANT Participation Strategy - Review of KU Writing Strategy (Paragraph writing, Theme writing, etc.) - Reading Group Meeting 7
9	- Learning Strategy Continued - The Test-taking Strategy - Concept Anchoring Routine - Reading Group Meeting 8
10	- Reading Comprehension Support - The KU Paraphrasing Strategy - Reading Group Meeting 9
11	- The Instructional Relevance of the SmartBoard (aka Interactive White Board) - Web 2.0 Technologies - Web-based Instructional Resources for Teaching in the Content Areas - Reading Group Meeting 10

12	• Technology-supported Literacy in content-area classes • Accessible Materials • Digital books and embedded strategy development • Lab time with technologies (Text-to-speech, etc.)
13	• Use of Assistive Technology Devices and software to support students in content classes • Write Out Loud, Auto-completion software, Speech to text supports
14	• Draft Unit Review • Unit Development Group Session with Instructor Support
15	• Final exam: PowerPoint Presentation of Final Unit Plan to Class

Scheduled and Self-paced Learning Modules Online

Order of Completion	*TOPICS*
1	• Universal Design for Learning • Scheduled Online Quiz
2	• Strategic Instruction Model • Scheduled Online Quiz
3	• Content Enhancement Routine • Scheduled Online Quiz
4	• Learning Strategies Curriculum • Scheduled Online Quiz
5	• Differentiated Instruction • Scheduled Online Quiz
6	• UDL Web-based Instructional Materials • Self-paced Online Quiz
7	• Critical Content in the Natural Sciences • Self-evaluation Quiz
8	• Critical Content in mathematics • Self-evaluation Quiz
9	• Critical Content in the social sciences (history, geography, economics, political science) • Self-evaluation Quiz •
10	• Critical Content in English literature • Self-evaluation Quiz

Expectations for Unit Plan

EE 3 –Unit Plan
SPED 5279: Content Area Instruction for Students with Special Needs

* Graduate students are required to complete certain objectives beyond the undergraduate requirements.

1) **Name of Evidence: Special Education <u>Instructional Unit Plan</u>**
   Directions and/or Requirements to be Provided to the Candidates: The Instructional Unit Plan (IUP) is designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area. In designing the IUP, the candidate will draw upon simulated data that intentionally stipulates diverse learner needs, and design lessons that reflect 21st century content, skills, and technology. The candidate will design instruction that uses a variety of research-verified approaches to teaching and learning. More specific to special education teacher-candidates, the purpose of this culminating assignment in one of the required special education methods courses is to give teacher-candidates the opportunity to bring together the various skills and knowledge they have developed over the semester through the design of an instructional unit plan for a content area class (math, science, social studies, English). The unit plan will reflect the candidate's specialized skills relevant to teaching a diverse population of students (e.g., students with disabilities, English language learners, students from high poverty communities) in inclusive general education classrooms (grades 4-12).

Expectations:
1. An introductory plan is to be included. This plan must include the title and goals of the unit (including core content objectives), number of instructional days required to complete the unit and resources required and methods of assessment (formative and summative).
2. The unit must demonstrate evidence of collaborative instruction (i.e., shared roles, specialized contributions of the special education teacher) and collaborative planning (i.e., co-teaching lesson outline).
   a. *Graduate Student Expectations: Candidates will implement co-taught lesson in their current teaching placement and present evidence of co-planning via the Co-teaching Lesson Plan (Dieker, 2006).

3. The Unit Organizer and SMARTER Planning Routines (University of Kansas Center for Research on Learning) must serve as the guiding development process for the unit and include a Unit Organizer form with appropriate graphic organizer, guiding questions, etc.
4. The unit plan is to consist of 5 lessons.
5. Each lesson is to follow the standard lesson plan format provided.
6. Lessons are to be sequential with each lesson building upon the previous.
7. At least one lesson is also to be connected to core content objectives in another content area (math, science, social studies, etc.) to create an interdisciplinary presentation of content.
8. Be sure to specifically mention the outcome(s) being addressed from the NCSCOS for each lesson.
9. Candidates are to plan appropriate lessons based on the student data provided (number of students, grade and proficiency levels, exceptionalities).
10. The overall unit should reflect an orientation towards Universal Design for Learning (UDL) suggesting that a variety of teaching strategies and instructional materials should be used to meet the needs of learners with diverse needs.
11. At least one lesson within the instructional unit will be designed to increase students' awareness of the global links to the subject area.
12. Be sure to integrate some form of relevant instructional technology in the unit plan that enhances accessibility, explicit conceptualization, and/or interactivity in student learning.
13. Two weeks prior to the due date you are asked to have prepared a draft of the unit plan so that you may share your ideas with your classmates and instructor and receive feedback.
14. Graduate students will complete a final 2-3 page reflective paper discussing the classroom outcomes of the implementation of their unit plan including unanticipated challenges, positive outcomes, and areas for improvement.

3) **How the Evidence Specifically Addresses the Descriptors for which it is Cited:** The Instructional Unit Plan allows the candidate to meet the following descriptors:

1a.2: To use *appropriate data to develop lessons*, candidate will use a model scenario class (e.g., an inclusive general education classroom that includes students with disabilities, English Language learners, students from high-poverty communities) to intentionally design for diversity of the students addressed in the unit.

2b.3: The rubric will assess the degree to which the candidate *plans instruction that demonstrates an understanding of the influence of diversity.*

3a.1. and 3c.1: The lessons within the instructional unit must be *based on the NCSCOS* and must *link to other discipline areas for the grade/subject.*

3c.2: At least one lesson within the instructional unit will be designed to increase students' *awareness of the global links* to the subject area.

3d.1: At least one lesson within the instructional unit will *integrate 21st century skills and content,* such as the integration of digital media and a focus on determining credible information from on-line sources.

4a.1 and 4c.1: In describing the context for the instructional unit, candidates must *identify the skill levels of the students,* and these understandings will be reflected in the lesson plans by describing the use *of a variety of appropriate methods and materials to meet the needs of all students.*

4d.1: The lessons within the unit must clearly show how either medium-level or advanced *technology is integrated with instruction to maximize students' learning.* Instructional technology in the form of computer-based/web-based technologies will emphasize student interactivity (e.g., web 2.0 technologies), explicit conceptualization (e.g., multimedia integration, web applets such as the National Library of Virtual Manipulatives), and accessibility of content (e.g., use of digital materials).

4e.1: The *specific instructional* strategies described in the unit plan will *help students develop critical thinking and problem solving skills.*

4f.1: The instructional strategies in the unit plan will utilize *student learning teams to develop cooperating, collaboration, and student leadership.*

5c.1: The instructional strategies in the unit plan will *use a variety of research-verified approaches to improve teaching and learning.*

4. How the Evidence is/will be Evaluated by the Institution: The IUP will be evaluated by the course instructor using a rubric developed by faculty in the program. Some elements of the rubric will be common to all teacher education programs, while others will be unique to the Special Education program. It is anticipated that the rubric will address the following elements: 1a.2, 2b.3, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1.

Expectations for the Co-teaching and UDL Instruction Clinical

<u>Student</u>

- You must have a clinical setting at the upper elementary level (5th grade) or higher with preference given to middle/secondary settings. The student population should include adolescents or pre-adolescents with special needs.

- Your clinical setting must be a general education content-area classroom in which you will assess the academic setting demands and evaluate areas in which students with special needs will require additional support including specific learning strategies that would support their performance.

- Your first site visit should include a discussion with the supervising teacher about the expectations of your clinical for this course. Next, you must identify 10 days that you can attend this clinical paying careful attention to the final due date of your summary report on this clinical experience.

- You will experience a progression from observer in the classroom to co-teacher of a lesson in the subject area (science, social studies, math or English).

- You will have a defined role in the co-teaching experience that demonstrates the role that a special educator can play in supporting the academic performance of students with special needs.

- Your role as a special education co-teacher should be defined by your observations of the academic setting needs you conducted previously. Your instruction should address knowledge of the content, but with special attention to the integration of multimedia, content enhancements, and integration of learning strategies that support student performance.

- Student comprehension of content knowledge will be assessed to determine impact of modifications to the instruction and long-term implications for redesigning the content instruction in a UDL manner.

    A final paper will be completed to summarize this activity and the outcomes of students who participate. The paper should be of professional quality –typed, double-spaced, using APA guidelines (2009).

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)
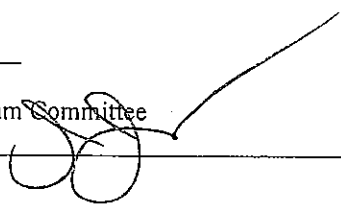
Chris O'Brien

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
              Date

Chair:_____

Approved on ___2/24/10___ by the College Graduate Curriculum Committee
          Date   Chair:_____