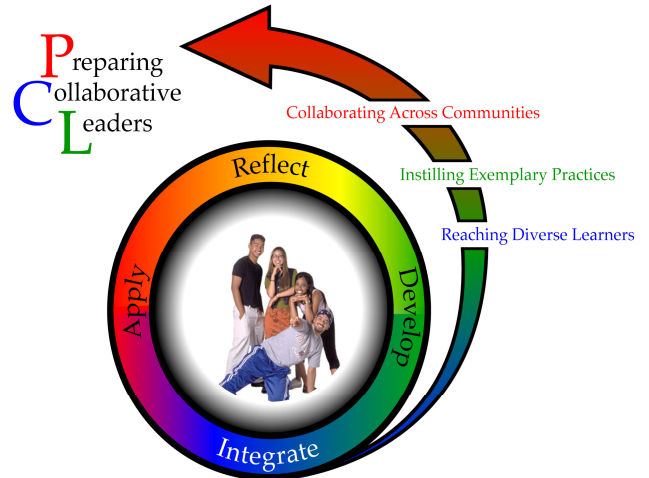


University of Wisconsin-Eau Claire
College of Education & Human Sciences
Department of Special Education
Eau Claire, WI 54702

SPED 331/531 General Methods for Students with Mild Disabilities
Fall 2009
Section 001 – Monday, 11:00 – 12:40 a.m., HSS 202

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Office hours: As Posted



EXCELLENCE AS A JOURNEY

Course Description:

This course is designed to provide the prospective Special Education teacher with a basic knowledge of the educational and behavioral characteristics of students with mild disabilities, effective teaching methods for these students, maximizing instructional time, scheduling, IEP management and inclusive practices.

Definition of Collaborative Leadership:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Objectives:

Objectives	WTS	Artifacts
1. Review learning and behavioral characteristics of students with mild disabilities.	1, 2	Online activities/modules Group Discussions
2. Describe the legal components of IDEA 2004 and determine whether or not certain practices follow the letter and spirit of the law. (CL 1, 3).	1, 2	Quiz Course Readings Group Discussions
3. Describe the relationship of pre-referral and referral process, interdisciplinary team responsibilities, and individualized education programs and placement. (CL 1, 2)	1, 2	Quiz IEP Assignment Course Readings
4. Use referral information and assessment findings (case studies) to (CL 1, 2, 3, 4, 5): <ul style="list-style-type: none"> • Recommend eligibility for special education • Justify the need for special education • Write an IEP 	1, 2, 8	IEP Assignment Online Activities Group Activities and Discussions
5. Use case studies to describe and apply appropriate modifications for achieving LRE. (CL 1)	1, 2, 3, 4, 5, 7, 8, 9	Discussion/Reflective Questions Group Activities IEP Assignment Online activities/modules
6. Demonstrate knowledge of effective teaching techniques to maximize academic engaged time (CL 3, 5): <ul style="list-style-type: none"> • Planning Instruction (deciding what to teach, how to teach, communicating realistic expectations) • Managing Instruction (Preparing for instruction, using time productively, establishing a positive classroom environment). • Delivering Instruction (Presenting information, motivating students, teaching thinking skills, providing relevant practice, providing feedback, keeping students actively involved, adjusting instruction to meet student needs). • Evaluating Instruction (Monitoring student understanding, monitoring engaged time, keeping records of student progress, using data to make decisions). 	1, 2, 3, 4, 5, 6, 7, 8	Discussion/Reflective Questions Online activities/modules Course Readings
7. Identify and/or demonstrate the use of appropriate technology to enhance learning of students with mild disabilities (CL 2).	1, 2, 3, 4, 6	Course Readings Group Discussions Online activities/modules

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: discussion board postings and class discussions).

Knowledge of Human Culture and the Natural World

- UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. This outcome includes majors in the professional colleges (Artifacts: discussion board postings and class discussions).
- UW Eau Claire students will demonstrate a breadth of knowledge about human culture and about the natural world. This outcome will be grounded in general education studies in sciences, mathematics, social sciences, humanities, languages, and the arts (Artifacts: quizzes, exams, and class discussions).

Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: presentations and class discussions).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: presentations).

Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work (Artifacts: class discussions and presentations).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: discussions board postings, exams, and class discussions).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: presentations, exams, and class discussions).

Required textbooks:

Burden, P., & Byrd, D. (2010). *Methods for effective teaching* (5th ed). Pearson Education Inc.

Bateman, B.D., & Herr, C.M. (2006). *Writing measurable IEP goals and objectives*. Verona, WI: Attainment Company Inc.

Additional required readings: Additional readings will be posted on D2L

Instructional Methods:

The course may include lectures, guest speakers, videos, web-casts, small and large group discussions, and analysis.

Assignments:

A list of assignments and their point value is listed below. Assignments will be discussed in detail during the semester.

Assignment	Points Possible
Quiz 1	20
Quiz 2	20
Discussion/Reflective Questions (8 @ 5)	40
Online Modules (2 @ 25 pts.)	50
IEP Activity	60
Final Exam	50
TOTAL	240

Grading Policy:

Undergraduate Students:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

Graduate Students:

94% and above of the total points = A	64 - 73% of the total points = D
84 - 93% of the total points = B	Less than 64% of the total points = F
74 - 83% of the total points = C	

Tentative Course Calendar for SPED 331/531

NOTE: This calendar is subject to change at the discretion of the instructor.

9/14 (1)	<ul style="list-style-type: none"> • Introduction to the Course <ul style="list-style-type: none"> • Review Syllabus and Textbooks • Demonstrate IRIS Modules • Determine IEP project partners • Learning Characteristics of Students with Mild Disabilities
9/21 (2)	<ul style="list-style-type: none"> • IDEA 2004 and Pre-referral/referral process <ul style="list-style-type: none"> ○ RTI Survey (Dr. Thorson) • IEPs <ul style="list-style-type: none"> ○ Read Bateman – pp. 10-38 (Part 1) ○ IEP Video
9/28 (3)	<ul style="list-style-type: none"> • IEPs Continued <ul style="list-style-type: none"> ○ Read Bateman – pp. 40-61 (Part 2) ○ Group Activity of IEP Reviews
10/5 (4)	<ul style="list-style-type: none"> • Planning – Chapter 2 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • Quiz 1
10/12 (5)	<ul style="list-style-type: none"> • Planning – Chapter 3 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions ○ Read Bateman Part III (Sample Best Practice PLOPs, Objectives, and Goals)
10/19 (6)	<ul style="list-style-type: none"> • Managing – Chapter 8 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions
10/26 (7)	<ul style="list-style-type: none"> • Managing – Chapter 9 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • DUE – Module #1 - Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle - http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm
11/2 (8)	<ul style="list-style-type: none"> • Managing – Chapter 10 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • DUE – IEP Assignment
11/9 (9)	<ul style="list-style-type: none"> • Delivering/Instruction – Chapter 5 <ul style="list-style-type: none"> ○ **No Discussion Questions for Chapter 5** • IEP Assignment Work Day
11/16 (10)	<ul style="list-style-type: none"> • Delivering/Instruction – Chapter 7 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • Quiz 2
11/23 (11)	<ul style="list-style-type: none"> • Assessing – Chapter 11 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • DUE – Module #2 - Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm
11/30 (12)	<ul style="list-style-type: none"> • Assessing – Chapter 12 <ul style="list-style-type: none"> ○ Discussion/Reflective Questions • Movie – Part 1
12/7 (13)	<ul style="list-style-type: none"> • Last Class <ul style="list-style-type: none"> ○ Review for Final Exam • Movie – Part 2
FINAL EXAM - Fri., Dec 18th – 10:00-11:50	

Attendance & Participation Policy:

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded and students who are late or leave early will lose points.

Attendance, as well as participation, is expected for all classes. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from your peers. Ten points will be deducted (from total course points) for each absence. In addition, any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment – 10% of the assignment value will be deducted each day it is late.

Please note: **physical attendance does not guarantee points** – you must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, listening to music, surfing the Internet, or using any non-academic electronic devices during class. Points will be deducted if these behaviors are observed at any point during class time. **Therefore, it is possible to lose points daily for lack of participation and/or demonstrating distracting/disrespectful behaviors.**

Academic Misconduct:

Academic misconduct (e.g., cheating, plagiarism) is a serious matter and will be treated according to University policy.

Students with Disabilities:

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

IRIS Module Assignments

Expectations:

1. View the “Challenge” video.
2. Read and reflect on the questions presented in the “Thoughts” section.
3. Utilize the information in the “Perspectives & Resources” section to address potential questions and increase knowledge in the topic area.
4. Review the questions in the “Assessment” section. Reflect on your answers and knowledge.
5. Complete “Wrap-up” section.

Assignment Components:

1. Submit a 2 page reflection on the module addressing the following questions (15 pts.):
 - a. What did you learn from this module?
 - b. How does this topic influence you as a future teacher?
 - c. Do you have any concerns regarding this topic?
2. Come to class (on the assignment due date) with a minimum of 3 questions to discuss in small groups and share with your peers (5 points). Questions must demonstrate relevant and insightful consideration of the module. Include the questions as a separate section following your module (these are not part of the 2 pages).

Papers: double space, 1-inch margins, 12pt. Times New Roman font.

*Include name and course (with section)/assignment on two lines single-spaced in the upper right hand corner. **Do not use headings, titles, numbering, etc.** (You may use a heading at the end of your reflection to identify your questions).*

Example:

Angela Dalhousie
SPED 331 (sec 1)/Module 1

I found this module very interesting. While I have taken course that address behavior issues in the classroom, I did not realize that...

Questions for Module 1 (starting on page 3)

1.