

Fall 2009  
MW 12:30-2:10

**Methods for Students with Mild Disabilities  
SPED 431/631**



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Office Hours: Tuesday 2:00-3:30 and Thursday 9:00-10:30 by appointment.

Overview: This course focuses on research-based curricula and methods for teaching reading, written expression, and mathematics to elementary-age students with mild disabilities. The course includes applied activities and runs concurrently with a field experience (SPED 404). [Students may opt to take the summer LEAP clinic instead of SPED 404 with permission of the instructor.]

Required Texts: Carnine, D., Silbert, J., Kameenui, E.J., & Tarver S.G. (2004). *Direct instruction reading* (4<sup>th</sup> Ed.) Columbus, OH: Merrill/Prentice Hall.

Stein, M., Kinder, D., Silbert, J., & Carnine, D. (2006). *Designing effective mathematics instruction* (4<sup>th</sup> Ed.) Columbus, OH: Merrill/Prentice Hall.

Snider, V. (2009). Course packet for SPED 431/631. *Study Guide*

Snider, V. (2009). Course packet for SPED 431/631. *Direct Instruction Writing*

Required Reading: Links to additional readings and answer key to selected study guide items are available on D2L

Beck, I.S., & McKeown, M.G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *Reading Teacher*, 55(1), 10-21. [Full-text available through EBSCO host]

Spear-Swerling, L., & Strenberg, R.J. (2001). What science offers teachers of reading. *Learning Disabilities Research & Practice*, 16, 51-57. Available <http://www.readingrockets.org/article/9941>

Willingham, D. T. (2006-07). Do reading comprehension strategies work? *American Educator*, 30(4), 39-44+. Available online: [http://www.aft.org/pubs-reports/american\\_educator/issues/winter06-07/index.htm](http://www.aft.org/pubs-reports/american_educator/issues/winter06-07/index.htm)

<b>Objective</b>	<b>Wisconsin Teaching Standards*</b>	<b>Artifacts</b>
1. Review the characteristics of students with mild disabilities and describe the nature of reading ability and disability.	WTS #1 CL	In-class review activity Midterm
2. Apply federal and state criteria and professional judgment to determine eligibility during a simulated initial referral.	WTS #1 CL	In-class activity
3. Use information from informal assessment, observation, diagnostic teaching and curriculum-based assessment to identify unique student needs and characteristics..	WTS #3, 8	IEP simulations IEP final exam Reading assessment Math assessment
4. Design charts and graphs for monitoring progress toward IEP goals.	WTS #7, #8	All units IEP final exam
5. Practice explicit instructional methods to teach phonemic awareness, sounding out, count-bys, and rote counting.	WTS #5, #7	In-class activities Classroom application Teach Unit
6. Recall research findings about the psychology of reading	WTS #1	Midterm Study guide
7. Recall and apply details of appropriate scope and sequence for acquiring basic skills in beginning reading, decoding, spelling, and sentence writing..	WTS#1, #4, #7	Midterm In-class activities Phonemic awareness/sounds unit
8. Recall and apply details of appropriate scope and sequence for early math skills including counting, place value, operations, basic facts, and problem solving.	WTS #1, #4, #7	Study guides & quizzes Midterm Math Unit
9. Design a unit of instruction to teach one mathematics skills area and basic facts.	WTS #2, #7, #8	Math unit
10. Use knowledge of research on beginning reading to evaluate various instructional approaches for teaching reading and language arts skills to students with learning disabilities.	WTS #1, 3 CL	In-class activity Commercial basal evaluation
11. Identify difficult vocabulary in text or and indicate how to provide meaningful vocabulary instruction.	WTS #2, #3, #7	In-class activity Novel unit
12. Design supplemental, explicit instruction in phonemic awareness..	WTS #2, #3, #7	Phonemic awareness/sounds unit
13. Identify appropriate, individualized test accommodation and supplementary aides and services.	WTS #3 CL	IEP simulation IEP final exam
14. Design an individual educational plan (IEP) based on informal assessment results.	WTS #3, 8 CL	IEP final exam

\*See Wisconsin Teaching Standards and Collaborative Leadership definition on p. 6 of the syllabus.

## Course Requirements

1. Attend class, participate and complete assignments on time. Read assigned readings and complete chapter and article study guide questions before class. You are expected to complete and check assigned study guides before class. The answers to the study guide items are available on D2L for a limited time before and after the class for which they are assigned.
2. Complete seven in-class quizzes:

Quiz #1	<i>DIR</i> Chapters 5-7	10 points
Quiz #2	<i>DIR</i> Chapters 8-10	10 points
Quiz #3	<i>DIR</i> Chapters 14-15	10 points
Quiz #4	<i>DIR</i> Chapters 16-17	10 points
Quiz #10	<i>DIR</i> Chapters 11 & 18	10 points
Quiz #11	<i>DIR</i> Chapters 12, 19-21	10 points
Quiz #12	Written Expression	10 points
3. Complete five take-home quizzes

Quiz #5	<i>DEMI</i> Chapter 7	8 points
Quiz #6	<i>DEMI</i> Chapter 8	8 points
Quiz #7	<i>DEMI</i> Chapter 9	8 points
Quiz #8	<i>DEMI</i> Chapter 10	8 points
Quiz #9	<i>DEMI</i> Chapter 11	8 points
4. Complete in-class group activities. **(See Note 1 below)**
  - a. Evaluate a commercial basal text for beginning reading. (5 points)
  - b. Complete in-class application exercise for Chapter 13 (5 points)
  - c. Design vocabulary and comprehension teaching activities (5 points)
  - d. Interpret performance on a diagnostic assessment in mathematics to write a present level of performance and goals (10 points)
  - e. Use diagnostic information to write a complete IEP. (5 points)
5. Administer DIBELS assessment to K-1 students in the Eau Claire Area School District (5 points)
6. Give an informal diagnostic reading inventory to a student and interpret results. Write a present level of performance, annual goal, benchmarks, and include a chart or graph to measure progress toward the annual goal. Include reflection. (30 points) [DUE: Oct. 21]
7. Design and administer an informal diagnostic mathematic assessment to a student and interpret results. (20 points) [DUE: Nov. 30]
8. Design and teach **one** unit consisting of ten lessons including daily and overall reflection: (60 points)
  - a. Beginning reading: [DUE Oct. 28]
  - b. Novel unit: [DUE Dec. 11]
  - c. Math unit: [DUE Dec. 11]
9. Teach one “Text Talk” lesson for primary students or vocabulary lesson for intermediate age students. Submit lesson plan(s) and write a reflection. (20 points) [DUE: Nov. 23]
10. Complete, correct, and hand in on time application items for DEMI Chapters 6, 7, 8, 9, 10 & 11 (3 points each)
11. Complete two midterm exams (60 points each), and an in-class group final exam (40 points). The final exam will be completed as a group and is designed to promote *collaborative leadership*.

12. Additional **graduate requirements**: See separate handout.
13. Grades will be awarded based on percentages. That is, 100-90% will comprise the A range, 80-90% the B range, 70-80% the C range, 60-70% the D range, and below 60% F.

Notes:

1. Students cannot earn points for in-class activities missed due to absence. Absences excused by the Dean of Students will be considered individually.
2. Academic misconduct will be dealt with according to University regulations and will be treated very seriously.
3. Due dates are not flexible. One point per day will be deducted from late assignments unless prior arrangements have been made with the instructor. Plan to start teaching your unit on the first or second day of your placement so you finish despite unforeseen events (field trips, absences, etc.).

Topical Outline:

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments Due</u>
Sept. 2	How and what to teach	Spear-Swerling & Sternberg, 2001 [online]
Sept. 9	DIBELS	<u>DIR</u> Chapters 1-4
Sept. 14	DIBELS	
Sept. 16	Beginning reading	<u>DIR</u> Chapters 5-7
Sept. 21	Beginning reading	<u>DIR</u> Chapters 8-10; Quiz #1
Sept. 23	Beginning reading	<u>DIR</u> Chapters 13; Quiz #2
Sept. 28	Decoding	<u>DIR</u> Chapters 14-15
Sept. 30	Decoding	<u>DIR</u> Chapters 16-17; Quiz #3
Oct. 5	Decoding	Quiz #4
Oct. 7	Commercial reading programs	
Oct. 12	Counting/Symbol Identification	<u>DEMI</u> Chapters 3-4
Oct. 14	Midterm #1	
Oct. 19	Place value/Addition	<u>DEMI</u> Chapter 5 & 7
Oct. 21	Subtraction/Math Facts	<u>DEMI</u> Chapters 6 & 8; Take-home Quiz #5 <b>DUE Reading Assessment DUE</b>
Oct. 26	Multiplication	<u>DEMI</u> Chapter 9; Take-home Quiz #6 <b>DUE</b>

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments Due</u>
Oct. 28	Division/Problem Solving	<u>DEMI</u> Chapters 10-11; Take-home Quiz #7 DUE; <b>Beginning Reading Unit DUE</b>
Nov. 2	Vocabulary/Comprehension	Beck & McKeown, 2001; Quizzes #8 DUE
Nov. 4	Vocabulary/Comprehension	<u>DIR</u> Chapter 11& 18; Quiz #9 DUE
Nov. 9	Vocabulary/Comprehension	<u>DIR</u> Chapters 12 & 19; Quiz #10
Nov. 11	Vocabulary/Comprehension	<u>DIR</u> Intro to Part IV & Chapters 20-21
Nov. 16	Vocabulary/Comprehension	Willingham, 2007-06; Quiz #11
Nov. 18	Writing	<u>DI Writing</u> pp. 1-24; Application Items #1-16
Nov. 23	Writing	<u>DI Writing</u> pp. 24-38; Application Items #17-19 <b>Text Talk/vocabulary lesson DUE</b>
Nov. 25	Writing	Quiz #12
Nov. 30	Group Activity	<b>Math Assessment DUE</b>
Dec. 2	Midterm #2	
Dec. 7	IEP simulation	
Dec. 9	IEP simulation	
Dec. 11		<b>Novel &amp; math units DUE</b>
Dec. 16	Final Exam 1:00-2:50	

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** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

11. Collaborative Leadership (CL)

In addition to the WTS, the Teacher Education Program at UWEC claims to produce competent collaborative leaders (see definition below). Some activities/assignments in this class are dedicated to advancing your progress toward becoming effective collaborative leaders. Course objectives that address this goal are indicated with the addition of CL in the Table of Course Objectives on page 2.

*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 successful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.*



## How to Write a Formal Reflection on an Assignment

Include the following components:

- Describe the assignment
- Tell when you completed it
- Tell what class you completed it for
- Specify the standard that it meets using both the number and a description
- Tell what you learned
- Describe what was hardest for you
- Describe anything you would do differently
- Tell how you will implement this in the future

Template:

I completed this [describe the assignment] on [date] for [class]. This artifact demonstrates my growth in Standard(s) [number], [describe the standard(s) in words].

By doing this assignment, I learned [tell what you learned].

The hardest part was [describe what was difficult].

When I have the opportunity to do this [assignment] again, I will [describe what you would do differently or better]. In the future, I plan to [explain how you might use the knowledge gained in your own classroom].

**Point Sheet for SPED 431**

My Points	Description of Assignment	Possible
_____	Quiz #1	10
_____	Quiz #2	10
_____	Quiz #3	10
_____	Quiz #4	10
_____	Take home Quiz #5	8
_____	Take home Quiz #6	8
_____	Take home Quiz #7	8
_____	Take home Quiz #8	8
_____	Take home Quiz #9	8
_____	Quiz #10	10
_____	Quiz #11	10
_____	Quiz #12	10
_____	Study guides for <i>DEMI</i> chapters 6, 7, 8, 9, 10,11	18
_____	DIBELS	5
_____	Group activity: Evaluate K-1 reading program	5
_____	Group activity: Application item #4, Chapter 12	5
_____	Group activity: Design vocabulary/comprehension activities	5
_____	Group activity: Write IEP from math assessment	10
_____	Group activity: IEP simulation	5
_____	Informal diagnostic reading assessment and reflection	30
_____	Informal diagnostic math assessment	20
_____	Unit and reflection	60
_____	Text Talk/Vocabulary Lesson and reflection	20
_____	Midterm 1	60
_____	Midterm 2	60
_____	Final IEP	40

Total = 453