

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education



Fall Semester 2009

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Office hours by appt.

Course: SPED 434/634 (2 cr): Secondary Methods for Students with Mild Disabilities

Meeting: September 8-December 15
Tuesday evening: 6:00 to 8:40
HSS 226

Required Textbooks

Sabornie, E. J., & deBettencourt, L. U. (2004). *Teaching students with mild and high-incidence disabilities at the secondary level* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Stein, M., Kinder, D., Silbert, J., & Carnine, D. W. (2006). *Designing effective mathematics instruction : A direct instruction approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). Direct instruction in content-area reading. In *Direct instruction reading* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (on e-reserve)

Additional articles will be provided.

Course Description

This course will provide the student with knowledge about secondary methods used in reading, mathematics, written expression, study skills, and self-advocacy. Behavioral methods, IEP development, and post-secondary planning will also be presented.

UWEC Goals of the Baccalaureate

This course addresses the following UWEC Goals of the Baccalaureate. For each goal, several artifacts have been listed that may be used for your portfolio.

Knowledge of Human Culture and the Natural World: will demonstrate a depth of knowledge about human culture and/or the natural world. (Unwritten expectations group activity)

Creative and Critical Thinking: will develop creative thinking skills that include creative expression and/or creative approaches to problem solving. (Lesson plans, development of math and written language assessment))

Effective Communication: will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts. (group activities)

Individual and Social Responsibility: will develop skills and values for ethical reasoning and life-long learning and will connect their knowledge and skills to social and civic contexts. (Field placement and lesson instruction)

Respect for Diversity among People: will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world.(Field placement and lesson instruction)

Course Objectives

Objectives	WTS	Artifacts
1. Identify the attitudinal and environment barriers that impact individuals with disabilities.	1	Unwritten expectations (hidden curriculum) group activity
2. Identify appropriate instructional materials and techniques that may aid in implementing career and transition programs for children and youth with disabilities.	4	Curriculum Analysis
3. Develop and/or modify instructional material for use with children and youth with disabilities.	4 CL	Strategies for teaching, Curriculum activity, Modify content Graphic organizer Think sheet Lesson plan unit
4. Determine appropriate instructional setting and curriculum for content area (e.g., social studies, science, and language arts) to promote and support success outcomes.	7 CL	Collaborative activity Graphic Organizer Reflection from field experience
5. Demonstrate knowledge of techniques for teaching social skills, study skills, and/or self-advocacy skills	3	Lesson plan unit Group activity
6. Evaluate effective academic, social-behavior, preoccupational, and occupational curricula methods and materials such as, study skills, social skills, self-advocacy, recreational to encourage and place students in post-secondary programs	4 CL	Curriculum Analysis Identify remedial curricula for teaching reading Describe curriculum for study strategies
7. Identify and apply the appropriate sequence and scope of advanced academic skills in reading, written language, and math.	7, 5	Lesson plan unit Group activities Exam
8. Demonstrate skills in using a content area scope and sequence for instructional purposes.	1, 7	Lesson plan unit Graphic Organizer

CL = Activities that support the development of Collaborative Leadership skills

Course Outline

<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
September 9	Introduction to Course Intro to Secondary Students Development of Adolescence Given sections to read	Chapter 2 P: 1-2
September 15	SPED 416	
September 22	Development of Adolescence Social Skills Assessment and Curricular development Written language assessment discussed	P: 3-6 Chapter 9 P: 83-84 Read: 49-53
September 29	SPED 416	
October 6	<i>Reading Presentation</i> Reading in the Content Area Content area text activity	Boudah DI chapter 24 P: 7-18; 35-38 Read: 19-33
October 13	Written Language Instruction Written assessment due Take home test given	Chapter 6 P: 39-48; 55-66
October 20	Written Language Instruction Written Language scoring and IEP goals Math introduction Take home test due	
October 27	SPED 416	
November 3	Fractions <i>Graphic Organizer due</i>	DEMI Ch 12
November 10	Decimals and Percents	DEMI Ch 13 & 14
November 17	Geometry and Algebra	DEMI Ch 19 & 20 P: 72-82 Cavanagh
November 24	Study skills <i>Math Assessments due</i> Math Assessment activity	Lambert (P: 95-98) Chapter 8 P: 85-89 Read: 90-94
December 1	SPED 416 <i>Lesson Plan assignment due</i>	
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December 8	Curriculum work SPED 416 Wrap-up <i>Graduate presentations</i> <i>Curriculum activity due</i>	Hechinger & Golden (90-94) P: 99-100 Chapter 3
December 15	<i>Final Exam (7:00)</i>	

Course Requirements

1. Each student is responsible for reading the assigned readings in advance of class meetings. Additionally, each student is responsible for attending class and participating in class discussion and activities. More than two absences may result in the lowering of course grade.
2. If a student chooses to revise an assignment, it must be turned in within one week of the original due date.
3. There will be chapter study guides and articles to read. Each study guide and article is worth **2** points.
4. There will be application problems for the five math chapters. They are worth 3 points each.
5. **Two tests** will be administered during the semester. These tests will cover readings, class lectures, and discussion material. The first test is a take-home, The final exam will include materials from SPED 416.

Test #1 October 13 th /October 20 th	50 points
Test #2 December 15 th	100 points
6. Assignments /Requirements

Graphic Organizer (*practicum*) **5 points**

1. Select a text book that is being used in your placement.
2. Select a chapter that the students will be reading at a future time.
3. Design a graphic organizer/concept map that can be used to represent the critical content. Be sure the structure of your visual matches the structure of the discourse. Make 2 visuals: (1) complete the entire map; and (2) Complete a map that is partially complete or empty for the students to complete during instruction.

Written Language assessment (*practicum*) **30 points**

1. Each member of the class will conduct diagnostic set of writing assessments: a 3-minute writing sample and a longer writing sample.
2. Based on your data, you will identify areas of strengths and areas of concern.
3. In your assigned groups, you will look at the individual assessments as a whole.
4. Based on the assessment results, create a scope and sequence (or matrix) that describes what you would teach (groups?).
5. Individually develop 2 IEP goals and objectives that would match your scope and sequence

Math assessment (*practicum, in-class*)

30 points

1. The class will be divided into five groups (one for each area of math)
2. Each group will create a diagnostic assessment for the selected area using the DEMI book.
3. This assessment will be given to students in each member's placement.
4. Based on the assessment results, create a scope and sequence (or matrix) that describes what you would teach (groups?)
5. Individually develop 2 IEP goals and objectives that would match your scope and sequence

Curriculum Activity (*practicum, in-class*)

5 points

1. Select an area of study that your cooperating teacher instructs.
2. Determine what curriculum she/he uses (it may be more than one or it could be a selection of textbooks)
3. Discuss with your teacher the following questions.
 - Why did you select this curriculum or textbook?
 1. On what was your decision based?
 2. How did you know it would be useful for your students?
 - How did you select this curriculum or textbook?
 - How did you pay for the materials?
 - Suggestions for a new teacher?
4. Be prepared to share in class both the curriculum (textbooks) and answers to questions.
5. You will need to turn in your answers.
6. Catalog activity: In class

Co-teaching: Understanding General Education

5 points (*practicum*)

1. Select one discipline of general education: Science, Social Studies, English, or Math.
2. Select a particular area of the discipline (i.e., biology)
3. Interview a teacher and identify:
 - a. How the content standards are used
 - b. The critical content of your area. This may be based on units of information.
 - c. Their perceptions of co-teaching. Ask questions such as,
 - i. What are the pros of co-teaching
 - ii. What are the difficulties?
 - iii. How would you set it up if you could? Suggestions?
4. Provide a write-up and a reflection

Lesson Plan Unit (*practicum*)

50 points

1. You will develop **8** lessons on a topic that is appropriate for your placement such as, written language, math, a content area, or an area of transition.
2. You will use the lesson plan format that is provided or let me know what your format is so that I can make sure that all critical areas are addressed.. This includes an introduction/set--- includes attention grabber (set), review (if applicable), and rationale for lesson.
3. Identify at least **1 overarching measurable behavioral goal** for the lessons that can be measured at the end.

4. Identify at least **one measurable daily objective**.
5. **Materials** needed for lesson. Provide examples of student learning
6. **Introduction (before instruction):**Attention getter (set); Review (if applicable, Remember overarching goal); Rationale for lesson.
7. **During Instruction**, such as:Model (script); Procedures—steps; Prompt (examples). I need some detail here so I can follow your lonbe of instruction and/or logic.
8. **After instruction:** Guided Practice (with assistance); Independent Practice.
9. **Lesson closure**—include specific teacher feedback (not evaluation or praise statements) regarding student expectations, opportunity for student review, and transition to next activity.
10. **Assessment of objectives**—How you assessed the objectives (could be the independent practice)
11. **Assessment of unit**. Create a post-test that identifies student growth.
12. Your **reflection** about your lesson. You may reflect on individual lessons or the total unit.

Graduate Paper:

Prepare a presentation integrating course content with outside readings. For example, topics can be related to technology, social skills training, transition, reading instruction, math instruction, or other topics of interest You will:

- Create a short oral presentation of your topic and content
- Write a 8-10 page, double-spaced typewritten paper (APA style required).
- Provide a 1-2-page handout for each class member summarizing your work (i.e., PowerPoint handout)

You must use current references (1990-present). The required number of references depends upon the option selected for the project. These references can include the textbook. The remaining references must be from professional journals. APA format for headings, organization and references is required.

**Grading criteria for paper/poster presentation

➤ Content (paper)	25
➤ Writing style	10
➤ References/APA style	15
➤ Oral Presentation	5
➤ Summary Handout	<u>5</u>
Total	60

Grading Policy

The following criteria will be used to determine the grade earned by each **graduate** student:

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

The following criteria will be used to determine the grade earned by each **undergraduate** student:

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

Attendance and Participation

Attendance and participation in class discussion and activities are expected.

Any person requesting absence from class because of religious observance should notify the course instructor within the first two weeks of class. Assignments or exams may be done at another time without penalty. The instructor reserves the right to raise or lower a grade based on participation.

Make up exams are given only under extraordinary circumstances, and students must inform the instructor prior to the exam of a possible absence.

Late items will be penalized 10% of their value for each school day they are late.

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).

The instructor reserves the right to change requirements or course outline as deemed necessary.

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.

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.

434 Grade sheet

Graphic	Writing assess	LP Unit	Math assess	Curric	<i>Research (Grad)</i>	Collab	Study Guides	Applic.	Articles	Test 1	Final exam	Total
5	30	50	30	5	60	5	10	15	14	50	100	314 (U) 374(G)

Italicized bold items graduate students only

Study guides

Ch 2	Ch 24	Ch 6	CH 9	CH 8	Total
<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/2</i>	<i>/10</i>

Application

CH 12	CH 13	CH 14	CH 19	CH 20	Total
<i>/3</i>	<i>/3</i>	<i>/3</i>	<i>/3</i>	<i>/3</i>	<i>/15</i>

Boudah	Lambert	Accom	Moats	Hechinger	Brucker CLD	Cavanagh	Total
<i>/2</i>	<i>/2</i> 95-97	<i>/2</i> 19-25	<i>/2</i>	<i>/2</i> 90-94	<i>/2</i> 27-33	<i>2/</i>	<i>/14</i>

Lesson Plan Format

WI Content Standard:

Overarching measurable behavioral goal(s):

Behavioral Objective(s) for lesson:

Introduction (before instruction):

Attention getter (set):

Review (if applicable, Remember overarching goal):

Rationale for lesson:

During Instruction, such as:

Model (script):

Procedures—steps

Prompt (examples):

After instruction:

Guided Practice (with assistance):

Independent Practice:

Lesson Closure, such as:

- ↪ Student expectations
- ↪ Opportunity for student review
- ↪ Transition to next activity

Assessment of objectives (could be independent practice)

If completed in school, explain where and when and have teacher initial lesson.

Lesson Plan Unit
50 points

Lesson plan format includes all parts including an introduction/set---includes attention grabber (set), review, and rationale for lesson.

0 1 2 3 4 5

At least 1 **measurable overarching goals** for the unit

0 1 2 3 4

At least 1 **measurable behavior objective per lesson**

0 1 2 3 4 5

Materials needed for lesson

0 1 2 3 4

Introduction (Attention getter, Review, Rationale)

0 1 2 3 4

During instruction (Model (script) or Procedures-steps, and Prompt-examples)

0 1 2 3 4 5 6 7

After Instruction (Guided Practice (with assistance), Independent Practice)

0 1 2 3 4 5 6 7

Lesson **closure**—include specific teacher feedback (not evaluation or praise statements) regarding student expectations, opportunity for student review, and transition to next activity.

0 1 2 3 4

Assessment of objectives—How you assessed the objectives (could be the independent practice) (progress monitoring)

0 1 2 3 4

Assessment of overarching goals—Post test

0 1 2 3 4

Reflection (at the end of each lesson)

0 1 2

Article Summary Format

Names _____

Article _____

Author(s) _____

Main Point:

Implications for you as a teacher: