Professional Education Unit
Department of Early Childhood, Elementary & Special Education
Course Syllabus
EDSP 357: Content Area Teaching for Students with LBD [via ITV]
(3 Credits Hours)
Spring 2011

Prerequisites: EDSP 230, 350, 360, 367, or consent of the instructor

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Class Schedule: TThF2 1:50 - 2:50
Office Hours: TThF2 12:30 - 1:30; 3:00 - 4:00 & by appointment

DESCRIPTION OF COURSE

This course is designed to train teachers in the areas of Learning Disabilities and Behavior Disorders in curriculum development and modification, and in the planning, implementation, and evaluation of specially designed instruction, as required on a student's IEP, in mathematics, the content areas, and social-emotional skills.

Required Field Experience Hours: **[10 hours @ Level III]**

Course Objectives/Student Learning Outcomes [SLO]

Upon completion of this course, students should be able to:

1. Identify, compare, and contrast theories of mathematics learning
2. Discuss and demonstrate ways in which typical math curricula might be modified to meet the needs of exceptional learners
3. Describe and demonstrate specialized methods of teaching mathematics skills to exceptional students
4. Explain and demonstrate ways in which to best meet the needs of exceptional students in the content areas, including specific learning strategies
5. Describe and analyze specific curricula and instructional needs of students with Emotional-Behavioral Disorders
6. Prepare an Individualized Education Program for a student with Emotional-Behavioral Disorder
7. Describe a variety of teaching strategy options applicable to the development of social competency skills
8. Discuss the role of the special education teacher in teaching and coordinating services for social-emotional development

Relationship of EDSP 357 to:

1. The National Council for the Accreditation of Teacher Education (NCATE) Standards and Themes
2. The New Teacher Standards for Preparation and Certification of the Kentucky Education Professional Standards Board (EPSB)
3. The Council for Exceptional children (CEC) Initial Content Standards
4. Kentucky Education Reform Act (KERA) Academic Expectations

Conceptual Framework: ***Community Engagement: A Light to and from the Mountains***
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: LBD P-5; LBD 5-9 for Students with LBD	**Course: EDSP 357 Content Area Teaching**				
Aligned with → Assessment (point values) ↓	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS) (Mathematics)**	**Education Professional Standards Board (EPSB)**	**Council for Exceptional Children [CEC] Initial Content Standards**	**National Council for Accreditation of Teacher Education (NCATE) Standards and**

					Themes
Completion of teaching assignment CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates & maintains learning climates** **IV. Implements/ manages instruction** **V. Assesses & communicates learning results** **VI. Demonstrates implementation of technology** **VII. Reflects on/ evaluates teaching/learnig** **VIII. Collaborates w/ colleagues/ others**	**<u>Elementary Middle High Sch'l</u>** **Because the math content of this course involves preparing teachers to develop & implement specially designed instruction and to modify teaching strategies &materials this course potentially is aligned with any of the math standards K-12.**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments &social interaction** **7:Instructional Planning** **8: Assessment** **9.Professional &ethical practice** **10. Collaboration**	**I.Knowledge, Skills, Dispositions** **III. Field Experience** **IV. Diversity**
Social Competence Instruction Plan CFO: 1, 2, 3, 5 SLO: 5, 6, 7, 8	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **V. Assesses & communicates learning results** **VI. Demonstrates implementation of technology**	**Kentucky Education Reform Act (KERA)** **AE 2.14 – 2.15**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap** **4. Technology**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning environments & social interaction** **7:Instructional Planning** **8: Assessment** **9.Professional & ethical practice**	**I.Knowledge, Skills, Dispositions** **III Field Experience** **IV. Diversity**
Exam 1 CFO: 1 SLO: 1, 2, 3, 4	**I. Demonstrates applied content knowledge** **II. Designs & plans instruction** **III. Creates &**	**N/A**	**1. Diversity** **2. Assessment** **3. Closing the Achievement Gap**	**3:Individual Learning Differences** **4:Instructional Strategies** **5.Learning**	**I.Knowledge, Skills, Dispositions** **IV. Diversity**

	maintains learning climates IV. Implements/ manages instruction V. Assesses & communicates learning results			**environments &social interaction 7:Instructional Planning 8: Assessment**	
Exam 2 CFO: 1 SLO: 1, 2, 3, 4	**I. Demonstrates applied content knowledge II. Designs & plans instruction III. Creates & maintains learning climates IV. Implements/ manages instruction V. Assesses & communicates learning results**	**N/A**	**1. Diversity 2. Assessment 3. Closing the Achievement Gap**	**3:Individual Learning Differences 4:Instructional Strategies 5.Learning environments &social interaction 7:Instructional Planning 8: Assessment**	**I.Knowledge, Skills, Dispositions IV. Diversity**
Exam 3 CFO: 1 SLO: 4, 5, 6, 7, 8	**I. Demonstrates applied content knowledge II. Designs & plans instruction III. Creates & maintains learning climates IV. Implements/ manages instruction V. Assesses & communicates learning results**	**N/A**	**1. Diversity 2. Assessment 3. Closing the Achievement Gap**	**3:Individual Learning Differences 4:Instructional Strategies 5.Learning environments &social interaction 7:Instructional Planning 8: Assessment**	**I.Knowledge, Skills, Dispositions IV. Diversity**
Exam 4 CFO: 1 SLO: 4, 5, 6, 7, 8	**I. Demonstrates applied content knowledge II. Designs & plans instruction III. Creates & maintains learning climates IV. Implements/ manages instruction**	**N/A**	**1. Diversity 2. Assessment 3. Closing the Achievement Gap**	**3:Individual Learning Differences 4:Instructional Strategies 5.Learning environments &social interaction 7:Instructional Planning**	**I.Knowledge, Skills, Dispositions IV. Diversity**

	V. Assesses & communicates learning results			**8: Assessment**	

Assignment Descriptions:

Program: LBD P-5; LBD 5-9 **Course: EDSP 357 Content Area Teaching for Students with LBD**	
Assessment (point value)	**Description**
1. Completion of teaching assignment *(10 hours of field experience)* (34%) **DUE DATE: Fri. April 15** **[Note: *Field experience is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. Failure to do so will result in an "I" for the course.]***	Students will satisfactorily complete 10 hours of field experience. These hours will be spent in instruction activities and in collecting data regarding the presenting of social competence skills, either in a special education classroom, or in a regular class setting with the provision of special education services through collaboration. This experience will include informal diagnostic assessment of students' readiness skills for an academic unit, teaching the unit in mathematics or another content area utilizing direct instruction methodology, the preparation of 6 lesson plans, the selection and/or preparation of instructional materials, and a self-evaluation of the teaching in the form of a reflective narrative. Further details about this assignment will be published on ***Blackboard.***
2. Social Competence Instruction Plan [SCIP] (18%) **DUE DATE: Th. April 28**	This assignment involves: A] Implementing formal and informal assessment of a school-age (P-12) student's functioning in the area of social competence, as described in a published social skills curriculum which is to be found through individual research. Materials for this task also will be provided. B] The results of the assessment will be translated into IEP instructional goals (Academic Expectations [KDE]), behavioral objectives, and benchmark statements (selected from the Kentucky Program of Studies/Combined Curriculum Document [CCD]) in the instructional skill domain of Social Competence/ Practical Living for this student who presents social-emotional skill needs that require instruction-based intervention beyond typical classroom instruction and procedures. C] A strategic instructional plan will be written for the student, to include specially designed instructional (SDI) needs at the acquisition and generalization stages of learning, and will include the identification of resources within and outside of school that would be necessary for the student to begin applying the skill(s) in authentic settings. SDI will include two strategic approaches: 1. Direct instruction modeling with guided practice; 2. A strategy taken from a Social Skills Curriculum (see note in A above). Written guidelines and evaluation criteria for completing this task will be published on ***Blackboard*** and discussed in class.

CLASS STRUCTURE

A combination of lecture, small group discussion, cooperative group problem solving, and application/simulation activities will be used during class meetings. Since this is a teaching methods course, a strong emphasis will be placed on the active learning strategies listed above.

Following is a schedule of the class topics and corresponding readings for each week. Additional information describing the organization, content, and evaluation criteria for assignments to be completed during the semester will be provided in class, and also are described to some extent in the required course packet.

COURSE TEXTS - Required

1. Ashlock, R.A. (2010; 10th. edition). Error patterns in computation. Upper Saddle River, NJ: Pearson/Prentice-Hall, Inc.
2. Instructional materials to be placed on ***Blackboard***.

All students in this course are required to purchase a TK20 account. *TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semeste or you will receive a midterm grade of "E" . Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu)*

SCHEDULE

Week of	Topics	Required Reading from
January 17	Introduction to course and objectives; Assessment in mathematics: Formal testing; informal diagnosis	Ashlock Chaps. 1,3,4
January 24	Formal testing; informal diagnosis; diagnostic interview; error analysis; criterion-referenced tests	Chaps. 1,3,4
January 31	Mathematics Instructional Management and Presentation 1. Initial teaching using content sequencing and structure, teacher wording.	Chap. 1 Chaps. 3,4,5 Course matrls
February 7	Designing Instructional Strategies for teaching mathematics facts, concepts, and operations	Chaps. 2,3,4
February 14	Mathematics Instructional Management and Presentation II. Planning to teach, structuring	Chaps. 3,4 Course matrls.

	presentation, materials and practice for high success	
February 21	Mathematics Instructional Management and Presentation II. Planning to teach, structuring presentation, materials and practice for high success	Chap. 2
February 28	Mathematics Instructional Management and Presentation IV. Remedial teaching: using alternative algorithms, content modification.	Chaps.3,4,5
March 7	Mathematics Instructional Management and Presentation IV. Remedial teaching: matching remedial strategies to error types.	Chap. 5
March 14	Student errors in mathematics: causes, types, patterns	Chap. 3, 4
March 21	SPRING BREAK (03/21/11 – 03/25/11)	
March 28	Student errors in mathematics: causes, types, patterns	Chap. 3, 4
April 4	Social Competence and difficulties experienced by students with behavioral and learning disabilities	Course matrls
April 11	Assessment and Planning IEPs for students w/ disabilities in social competence	Course matrls
April 18	Instructional Intervention strategies & Teaching in the area of social-emotional development; Social Skills instruction	Course matrl
April 25	Teaching Content Area Information – curricula & instructional modification	
May 2	Teaching Content Area Information - Using learning strategies and study skills	Course matrls
May 12	Test 4 (Th. 05/12/11 12:45 – 2:45)	

COURSE REQUIREMENTS AND EVALUATION

Assessment Strategies

Several types of assessment strategies are utilized in the evaluation of student performance on the course objectives and competencies. They are as follows:

Traditional Assessment Strategies
The following assessment strategies will be utilized in the course:

- tests which include combinations of multiple-choice and essay questions, requiring both knowledge and application responses;
- student papers using the professional literature in the field;
- reflective narratives analyzing personal teaching performance.

Authentic Assessment Tasks
The following assessment tasks will be utilized in the course:

- formal and informal assessment of social competence skills
- writing Individualized Education Programs
- conducting behavioral observation
- writing lesson plans
- peer teaching as simulation and role play of teaching strategies
- teaching students in public schools under supervision of course instructor
- preparation of New Teacher Portfolio components in the areas of curriculum and instruction

Special Needs Accommodations

Any student with special learning needs as described under The Americans with Disabilities Act (ADA, 1990) should contact the course instructor during the first week of classes. It is important to discuss any accommodations that are needed, or that might assist in ensuring that the student is able to complete all the work assigned in the course. In addition, any student who wishes to discuss specific learning difficulties experienced in understanding or completing course requirements is welcome to do so, and should not hesitate in contacting the instructor. The success of every student in meeting the course objectives is the major goal of the course.

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/ .

Examinations

Each exam will cover content from the course text and class sessions up to the point. Part of each class sessions prior to an exam will comprise a review. The final exam, to some extent, will be comprised of content from the whole course.

Dates:
Exam 1: Friday, February 11 (Ashlock: Chaps. 1,2,3,4)
Exam 2: Friday, March 11 (Ashlock: Chaps. 3,4,5,6,7)
Exam 3: Thursday, April 14 (selected topics from class sessions and materials)
Exam 4: Thursday, May 12 (selected topics from class sessions and materials)

This course is web-enhanced, and students are required to use Blackboard. Each student must activate their MSU student email account. By the end of the first week of class, students must log into Blackboard and enter their username for receiving email and make their email address visible on the class roster.

Regular Attendance

Attendance at all class sessions is required. Participation in class activities and discussion comprises an essential part of the learning experience. Attendance will be recorded regularly and may be taken into consideration when each student's final grade for the course is calculated. Students are expected to take a responsible and professional attitude towards their attendance by notifying the course instructor when they anticipate being absent, or providing the instructor with an explanation for any absences. Students are responsible for obtaining notes and materials pertaining to class sessions from which they were absent.

Assignments & Tests

Assignments are due by the date specified, or may be submitted at any earlier date. Assignments that are submitted late without prior arrangement with the instructor will be penalized 2 points for each weekday late. Even if you miss the due date and will incur a penalty for late submission, you should always submit the work in order to obtain the maximum possible points. Make-up tests are available to you when you miss a test due to extenuating, excusable circumstances, such as sickness and death of a significant person in your life.

However, prior arrangement for taking a make-up test must be made with the instructor in writing (or via e-mail) or in person (with relevant documentation where available), and the make-up test must be taken within one week of the original test date. If you are unable to provide prior notification, you should communicate with the instructor as soon as possible after missing the test to discuss arrangements for taking the test. I will make every effort to support your success in the course, but it is expected that you will assume full responsibility for your own success also.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

GRADE WEIGHTING		**Grades will be awarded as follows:**
Assignment 1 (Field Experience Teaching)	**34%**	**A = 90% - 100%**
Assignment 2 (SCIPS)	**18%**	**B = 80% - 89%**
Exams 1, 2, 3, 4 (12% each)	**48%**	**C = 70% - 79%**
		D = 60% - 69%

Course Total	**100%**	**E = <60%**

All notification of grades will be done via the returned work and Blackboard.

Campus Safety Statement:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.