SPED 475/575: Informal Assessment/Teaching Strategies: Students with Learning Disabilities  
3 Credits

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Course Description
Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. Prerequisite substitutions require instructor consent.

Prerequisites
SPED 445 and SPED 463 and SPED 455 (SPED 445 may be taken concurrently)

Course Texts


CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable**: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment, and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective**: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic**: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender, and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and non-linguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative**: MSUM candidates understand the powerful resources of the arts and sciences
and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment.† They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

COURSE OBJECTIVES*: Upon completion of this course a student will…

B3. Be able to adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students
B5: Be able to select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services
B7: Be able to collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum
C1: Apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics
C2: Use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments
C3: Design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life
C4: Apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade level curriculum
C5: Apply knowledge of pre-requisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction
C6: Implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals
C7: Adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression
C8: Instruct students in how to self-monitor, use effective learning strategies, and
accommodate for their strengths and weaknesses as well as generalize new skills to educational and non-educational settings

C9: Coach students in the use of self-advocacy skills, including attending to relevant contextual factors, to develop resilience and maintain self-determination for their educational progress

C10: Support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations

C11: Use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement

D6: Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications

D7: Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

*Objectives taken from the BOT standards for Learning Disabilities licensure.

Course Assignments/Expectations:

1. Class Participation (Knowledgeable and Reflective): Students are expected to attend class and participate in discussion, activities, presentations, question-answer sessions, etc. Students are responsible for all of the assigned readings and should be familiar with the content of the readings. Students will have the opportunity to earn points by completing a variety of homework assignments throughout the semester. **Homework assignments will not be accepted beyond one unit after the assignment was due!** (See attachment regarding university absence policy.)

Examples of class participation assignments include, but are not limited to:

- Classroom assessment modification exercise (B3)
- Article summaries (B3, B5, B7, C3, C4, C6, D6, D7)
- Reading Questions/Study Guides (B5, B7, C7)
- Text types assignment (C1)
- Lesson plan reviews (C1)
- High-Stakes Testing Decision-Making Exercise (C2)
- Scope and Sequence Exercises (C11)
- RTI web exploration (D6)
- Top ten list of study and organizational skills (D6)
- Video reflections (C9)

2. Examinations (Knowledgeable): A midterm and final exam will be given. Study guides will be provided to help prepare. Exams may consist of multiple choice, true/false, matching, short essays and case studies. Each exam will be worth 50 points (100 total). Exam Weeks:

Standards Assessed: B5, B7, C1, C7
3. **Case Study Response (Knowledgeable, Reflective, Creative, Humanistic):** Students will complete a series of case studies throughout the semester. The case studies will reflect content related to teaching subject areas (reading, writing, etc) as well as present data for interpretation, require reflection based on family goals and desires, RTI considerations, and require students to identify appropriate accommodations, instructional strategies and teaching techniques based on individual strengths and weaknesses.

Standards Assessed: B5, C2, C6, C7, C8, C10

4. **Data-Based Instruction Project (Knowledgeable, Reflective, and Creative):** Students will choose a content area (reading, spelling, math, written expression, social skills) and create a data based intervention to aid a specific learning-disabled child in acquiring and/or mastering a new and/or difficult skill. Students will develop the intervention and write a formal report including pupil information, academic behavior measured, interventions and materials, factors to facilitate learning (including addressing coping skills for students), phases of intervention, and evaluation/reflection. 70 points

Standards Assessed: C3, C5, C6, C10

5. **Lesson Plan Development (Knowledgeable, Reflective, Creative, and Humanistic):** Students will be required to develop a series of lesson plans utilizing a variety of instructional techniques. One lesson will require students to teach a procedure and perform a task analysis. Other types of lessons include direct instruction, learning strategies and social skills. Students will be required to connect all lessons to grade level curriculum standards. Lessons will be assessed on the use of multisensory methods, contingency plans for modifying instruction due to collected data during instruction, student response methods, and questioning techniques and development of practice and review schedules. Students will also develop a lesson plan utilizing the stages of learning through generalization and application.

Standards Assessed: C3, C4, C8, C11

6. **Assessment Brochure (Creative, Reflective, and Knowledgeable):** This assignment will require students to access outside resources to develop a brochure or pamphlet describing common state and district wide assessments, common assessment accommodations and the process for determining student participation and necessary accommodations for each assessment.

Standards Assessed: B3

7. **Practicum Assignments:** Students will complete the following assignments during their required practicum experience:
   1. Implementation of lessons related to each area of learning difficulty (language development, listening comprehension, oral and written expression, reading, and math). (C1)
2. Implementation of lesson plan demonstrating alignment with grade-level content standards, which also promotes social competence and/or facilitates skill development in transition related skills. (C3)
3. Completion of Data-Based Instruction project described above. (C3, C10)
4. Implementation of lesson plan including multisensory methods, contingency plans, task analysis, and a variety of student response methods. (C4)
5. Implementation of lesson plan for a student with reading and/or writing needs related to language development. Students will teach the lesson, collect data, and plan a subsequent lesson based on results of data.
6. Choose a skill to teach an identified student and then develop a teaching plan for each stage of learning (entry, acquisition, proficiency, maintenance, generalization, and application). (C8)
7. Students will coach a student with LD by conducting a student interview. Example questions will be provided and are found in the text. Throughout the interview candidates will coach students to express needs politely and effectively. Different audiences should also be discussed such as friends, teachers, employers, etc. (C9)

**GRADUATE ASSIGNMENT**

To earn graduate credit for this course students must complete the above outline assignments, as well as complete a written research project related to the course. Graduate students will be expected to research 6 journal articles relating to informal assessment or a specific learning strategy. The journal articles should all be related to the same topic and come from academic journals. Graduate students will be expected to summarize each article and then synthesize the information.

**Grading Scale**

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All work is due at the time indicated in the syllabus. Late submissions for assignments 3-6 and the graduate assignment will be assessed a 5 point penalty per day late.

**Special Accommodations:**

*Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services, at 477-5859 V/TTY (CMU 222) as soon as possible to ensure accommodations are implemented in a timely fashion.

*Students who have difficulty in professional writing are encouraged to contact the Writing Center at 299-5937 to receive assistance in skill development. Students who have difficulty with grammar, spelling, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
Course Instructional Strategies:

*For specific explanations of instruction related to each BOT standard please see appendix at the end of the syllabus

In order to accommodate the diversity in students’ learning styles a variety of instructional strategies will be utilized. Strategies may include: lectures, discussions, question-answer sessions, assignments/readings, and videos, examples of real-life experiences from the instructor, reflections, and case studies.

Course Outline:  Class dates are tentative and may be subject to adjustment as deemed appropriate by the instructor.

Unit 1: Informal Assessment and Connecting Instruction: Tools, Considerations, and Strategies

- Examples of modified tests and practice activities for modifying classroom assignments
- Review of suggestions in Spinelli text for modifying different types of informal assessments
- Practice utilizing informal assessment techniques
- Developing IEPs based on student data. Lecture on IEP development and the process through to instruction
- Lecture on determining levels of mastery and analyzing student data
- RTI videos accessible on web

Required Reading:
- Spinelli text Chapter 1: An introduction to classroom assessment, Chapter 6: Assessment and accommodations for special populations and Chapter 7: Scoring, Graphing, and Progress Monitoring
- Article: Using Technology to Create and Administer Accessible Tests (Salend 2009)
- Vaughn and Bos Chapter 1: Planning and Teaching for Understanding and Chapter 3: Response to Intervention

Assessment:
- Modification of classroom assessment based on student needs
- Assessment Brochure
- Article Summaries
• Case studies: select assessments to determine needs, consideration of family priorities
• RTI reading questions and web resources exploration
• Unit 2 Exam

Standards Addressed: B3, B5 C6, C11, D6

**Unit Two: Planning Instruction and Supporting Student Needs: A Broad Perspective of Specialized Instruction**

• Understanding the learning process: Schema theory and metacognition
• Techniques for solving student processing difficulties
• Understanding state and district wide assessments through exploration of MDE website
• Discussion and examples of appropriate accommodations for high-stakes testing

Required Reading:
• Vaughn and Bos Ch. 2: Approaches to Learning and Teaching
• Spinelli review chapter 1 and 7
• Price and Nelson Ch. 1: Thinking about Content, Ch. 2: Writing objectives, Ch. 3: General Approaches to Universal Instructional Practices, Ch.5 Critical Teaching Skills for Presenting Information, Ch. 4 Critical Teaching Skills for Focusing Attention, Ch. 7 Critical Teaching Skills for Planning Practice and Monitoring Student Progress, Ch. 9: Selected Instructional Interventions
• Article: Using VoiceThread to Promote Learning Engagement and Success for All Students (Brunvand and Byrd 2011)

Assessment:
• Determination of appropriate participation in state and district wide assessments based on example student information
• Case studies requiring students to recommend appropriate accommodations and assistive technology
• Article summary
• Development of state standards into instructional goals
• Exam

Standards Addressed: C2, C4, C11, D6

**Unit 3: Teaching Specific Skills in Content Areas**

• Oral Language
• Phonics and Word Recognition
• Fluency and Comprehension
• Writing and Spelling
• Mathematics
  • Each content area will be a focus of lecture and class discussion. Informal
assessment strategies will be reviewed along with appropriate and evidence-based instructional strategies. Students will complete lecture guides, participate in discussions, and complete a variety of scenarios and practice exercises
  o See appendix for detailed statement of instruction
• Review of scope and sequence charts and class discussion on prerequisite knowledge, skill progression, etc
• Class discussion on relationship between oral language and reading and writing
• Class discussion on concept of generalization and strategies for promoting generalization
• Viewing of reading instruction videos on web (Reading Rockets)

Required Reading:
• Vaughn and Bos Chapter 6: Assessing and Teaching Oral Language, Ch. 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition, Ch. 8: Assessing and Teaching Reading: Fluency and Comprehension, Ch. 9: Assessing and Teaching Writing and Spelling, Ch. 10: Assessing and Teaching Content Area Learning and Vocabulary Instruction and Ch. 11 Assessing and Teaching Mathematics

Assessment:
• Five types of reading texts assignment using curriculum library
• Review of lesson plans
• Final exam (see appendix for detailed examples of questions)
• Lesson plans using scope and sequence charts, grade level standards and one including procedural knowledge and task analysis, stages of learning plan for generalization
• Data-Based Instruction Project
• Case studies: oral language and generalization
• Reading guide covering chapter 6
• Top ten list of study and organizational tools

Standards Addressed: C1, C4, C5, C6, C7, C8, C10, C11, D6

Unit 4: Supporting other academic and nonacademic needs, communication/collaboration, and transitions and professional development
• Collaboration
• Family participation
• Assistive technology decision-making
• Resiliency video: An Introduction to Resiliency
• Discussion of self-advocacy and self-determination and the importance for struggling students
• Lavoie video: When The Chips Are Down (focuses on behavior management and proactive discipline)

Required Reading:
• Vaughn and Bos ch. 4: Promoting social acceptance and managing behavior, chapter 5: Coteaching and collaborating: working with professionals and families,
• Article: Making informed assistive technology decisions for students with high incidence disabilities (Marino, Marino, and Shaw 2006)
• Additional instructor provided article of choice
• Price and Nelson review and reading of chapters 1, 2, 4-8, 10 (Supporting Student Behavior) and 11
• Article: Developing a Long-Term Vision: A Road Map for Student’s Futures (Meaden et al 2010)
• Article: Supporting New Special Education Teachers: How Online Resources and Web 2.0 Technologies Can Help (Billingsley, Israel, and Smith 2011)
• Article: Pathways to Leadership and Professional Development: Inspiring Novice Special Educators (Kaufman and Ring 2011)

Assessment:
• Article Summaries
• Chapter 5 study guide
• Exam (Example questions: What are the principles of communication and how can teachers communicate with parents and professionals? What are three identified challenges of collaboration and how can you overcome each challenge?)
• Development of lesson plans based on state standards
• Video reflection
• Case studies focused on social and/or emotional development, needs, and strategies
• Video reflection

Standards Addressed: B7, C3, C9, C10, D6, D7

**MSUM Student Absence Policy**

Students are expected to attend all class meetings unless they are ill or officially excused as the result of participation in a university function. However, faculty members may or may not take roll in their classes, and they may or may not lower the marks of students for the sole reason of unexcused absences. If a faculty member has a practice of penalizing for nonattendance, he/she must (a) announce the policy regarding the penalty for nonattendance in writing during the first week of class, (b) not penalize the student for nonattendance unless the student is absent without official excuse for more class periods during the term than the number of periods the class meets each week (or more than two class periods during a summer session), (c) maintain accurate attendance records, and (d)
submit in writing to the Vice President for Academic Affairs the explicit class attendance policy statement. As a point of clarification, if a student has an unexcused absence for a class session during which an examination or other graded exercise is scheduled and the student has more unexcused absences than the number of times the class meets each week, this policy permits the faculty member to reduce the student’s grade for the sole reason of the unexcused absences and for failure to complete the graded assignment.

In cases of individual absence due to jury duty or other legal obligations, the student must notify his/her faculty instructors prior to the absence. Each faculty member will determine the work to be made up and any effect on the course grade. For military absences, see the MSU Moorhead Bulletin index under military withdrawal, or refer questions to the Records office.

In the case of individual absence due to health or other emergency, the student must notify his/her faculty instructor as soon as feasible. Each faculty member will determine the appropriateness of the absence, all work to be made up, and any effect on the course grade.

When an official university activity conflicts with scheduled classes, students participating in the official activity will be regarded as excused. Within the limits of feasibility, an excused absence assures a student the right to make up the missed class requirement(s). The nature, time, and place of the make-up work are at the discretion of the instructor. Official university events are those that are approved by the appropriate dean, athletic director, or vice president. At least two weeks prior to the activity, lists of participating students should be distributed to those affected faculty members by the faculty member or organization advisor who will be overseeing the university activity. In the case of conflict about the appropriateness of an absence or the feasibility of the student making up missed work, the faculty members involved should confer directly; the student should not be expected to mediate the conflict. In cases where the faculty members involved cannot agree to a solution, the dean(s) of the respective colleges can be called upon to mediate.

Students wishing to appeal academic decisions or policies further may do so by appealing in writing to the Academic Appeals Committee (Owens 206).

Appendix: Explanation of Instruction and Assessment based on identified BOT Standards

B3: Adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students

Instruction: During unit one of the course, students will be presented with example classroom tests and then presented with modified versions of the tests. Different levels of modification will be analyzed, such as modifying for reading ability, higher level
thinking skills, etc… During this unit students will be familiarizing themselves with the text Linking Assessment to Instructional Strategies: A Guide for Teachers (Spinelli). Each informal assessment presented has suggestions for accommodations and alternatives. These suggestions often include technology suggestions. The text also includes chapter 6 “Assessment and Accommodations for Special Populations.” Required reading also includes the article Using Technology to Create and Administer Accessible Tests (Salend 2009).

**Assessment:** Students will be given an example classroom assessment and then asked to modify the assessment based on specific student needs. Students will also be required to complete an exploration of common testing accommodations and modifications and develop a brochure or pamphlet presenting information on common methods utilized to adapt and modify assessment methods to make them more accessible for diverse learners. One-page summary of article.

**B5: Select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transitions services, and exit of special education services**

**Instruction:** During class, the class will utilize the text Linking Assessment to Instructional Strategies: a Guide for Teachers (Spinelli) to discuss ways to gather necessary data to determine student needs. A variety of assessments will be practiced. Students will also be required to read chapter 7 which includes sections such as “Connecting Assessment Results to Program Planning and IEP development,” “Writing and Reporting Test Results,” and “Tracking and Charting Progress.” Required reading also includes Chapters 1 and 3 from Strategies for Teaching Students with Learning and Behavior Problems (Vaughn and Bos). These chapters include sections on how to determine how serious a learning or behavior problem is, identifying students with learning disabilities, and chapter 3 is devoted to RTI. While discussing chapter 3 students view example RTI meetings on video. The videos show teachers discussing and brainstorming interventions solutions as well as show data meetings and parent meetings. Chapter 1 also includes a section titled “Key elements of the transition planning process.” Reading of article Linking Transition Assessment and Postsecondary Goals: Key Elements in the Secondary Transition Planning Process (Mazzotti, et all 2009)

**Assessment:** Students will be presented with case studies presenting student performance. Students will be required to select assessments from the Spinelli text that would be appropriate for determining precise needs of the student. Students also respond to reading questions focusing on the RTI process and how to determine if students should move up or down within the tiers; this will also be the focus of a case study where students develop intervention procedures for each level of RTI—example data will be given and students will work as a group to make decisions to determine if the student should continue in the RTI process or if a referral for a special education assessment should be made. Students will also respond to an exam question asking students to
discuss how eligibility was determined prior to IDEIA 2004 and within an RTI framework.  One-page summary of transition article

B7:  Collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum

Instruction:  Required reading includes chapter 5 “Coteaching and Collaborating: Working with professionals and families” from Vaughn and Bos.  Students will also read the article “Making informed assistive technology decisions for students with high incidence disabilities” (Marino, Marino, and Shaw 2006).

Assessment:  One-page summary of assistive technology article.  Read and summarize one other instructor provided AT article (ex:  “Technology for the struggling reader: free and easily accessible resources (Berkeley and Lindstrom 2011)).  Completion of chapter 5 study guide and unit exam with questions such as What are the principles of communication and how can teachers communicate with parents and professionals?  What are three identified challenges of collaboration and how can you overcome each challenge?

C1:  Apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics

Instruction:  Students read chapters 6, 7, 8, 9, and 11 from Vaughn and Bos.  These chapters focus on assessing and teaching oral language, phonics and word recognitions, fluency and comprehension, writing and spelling, and mathematics respectively.  Each chapter includes evidence-based teaching approaches with detailed procedures and comments for each approach.  In class discussion students are presented with different skills areas involved with language development and a variety of activities, students then match the appropriate activity to the skill area.  During the class sessions focused on reading, students analyze different types of texts and what skill areas they might address (ex:  transitional texts can be used to help students learn to blend and segment sounds).  Students also explore different instructional strategies such as repeated reading and when and for whom specific strategies would be best implemented.  Students are also presented two lectures on writing and spelling which include informal assessment and teaching strategies for both areas.  Useful assistive technology resources are explored for each content area.  For math, students complete a note-taking guide from an instructor presentation which addresses questions such as:  What are prenumber skills and what is a teaching strategy one could use to assist students in developing these skills?  What is classification and what is a teaching activity one could use to assist students in developing these skills?  How can teachers assist students in learning/using problem-
solving skills? What strategies can be taught to students experiencing difficulty with basic math facts? Etc…

**Assessment:** Students use the curriculum library to find five different texts and plan reading instruction using those texts. Students also review lesson plans and provide examples of how the plan could be modified based on the strategies they have learned. The final exam includes the following essay questions/prompts: Describe three strategies/techniques for teaching spelling skills. How can vocabulary be taught through specific word instruction and word-learning strategies. What types of teaching interventions can you use to help struggling readers in the areas of fluency and comprehension. Describe a teaching strategy for each of the following areas related to writing: fluency, syntax, vocabulary, structure, and content. Describe three different types of math interventions and what skill they are intended to address. List three problems associated with traditional math curricula and how you might go about solving those problems. Briefly explain five of the most common type of errors or problems students make when experiencing math difficulties and one strategy you can teach the student to correct the error.

**C2: Use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments**

**Instruction:** Required readings include Chapter 2 “Approaches to Learning and Teaching” including a section on Schema Theory and its teaching implications, supplemental reading “Selected Instructional Interventions” from Price and Nelson text Planning Effective Instruction: Diversity Responsive Methods and Management which includes sections on students who have difficulty acquiring information and/or processing information and suggestions for teacher accommodations to address each deficit area. Students will also read and review sections of the Spinelli text titled “RTI Implementation,” “Progress Monitoring,” “Benefits of Progress Monitoring,” “Tracking and Charting Progress,” and “Creating, Baselines, Aimlines, and Goals.” Students will be introduced to MDE website and the information on statewide assessments.

**Assessment:** Students will participate in discussion of high-stakes testing and appropriate accommodations and then determine appropriate participation in district and statewide assessments based on scenarios of example students. Students will be presented with case studies illustrating student data and descriptions of instruction; students will be responsible for recommending appropriate accommodations to instruction as well as appropriate assistive technology tools.

**C3: Design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life**
**Instruction:** Required reading includes Chapter 4 “Promoting Social Acceptance and Managing Behavior” from Vaughn and Bos with sections on teaching social skills and intervention strategies. Extended readings also include chapters from Planning Effective Instruction: Diversity Responsive Methods and Management by Price and Nelson. This text includes readings on critical teaching skills to promote active engagement, focus student attention, support student behavior and plan for effective practice. This text also provides information on content and writing objectives with a discussion of how to understand state standards to develop instructional objectives. Required reading also includes the article “Developing a Long-Term Vision: A Road Map for Students’ Futures” (Meaden, et al 2010).

**Assessment:** Students will write a one-page summary of the article including how long-term planning can help facilitate the transition planning process and increase success in postsecondary life. Students will utilize the lesson planning frameworks in the Price and Nelson text to develop a variety of lessons (direct instruction, teaching social skills, study strategies, etc.). Students will be required to access the MN state standards and incorporate appropriate grade and content standards within each lesson. Students will present one of their lessons to the class. Students also complete the Data-Based Instruction Project.

**C4:** Apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade level curriculum

**Instruction:** The Price and Nelson text includes chapter 3 “General Approaches to Universal Instructional Practices” and discusses universal design for learning and differentiated instruction as well as a section titled “Make What You Present Understandable.” Chapter 1 of this text includes a discussion of task analysis and Chapter 5 is titled “Critical Teaching Skills for Presenting Information” which emphasizes the idea of modeling, demonstration and other multisensory methods of instruction. Chapters 4, 5, 7 discuss active participation, questioning strategies, and planning for review and practice. Each chapter includes specific strategies for addressing English Language Learners and cultural diversity. Additional required reading includes the article “Using VoiceThread to Promote Learning Engagement and Success for All Students” (Brunvand and Byrd 2011).

**Assessment:** One-page summary of AT article. Students will be given examples of state standards to develop into instructional goals and objectives which include components of content, behavior, conditions, and criteria. Students will choose a procedure to teach and provide a task analysis of the procedure. Students will create lesson plans utilizing grade level curriculum (grade level scope and sequence charts provided). Each lesson will be assessed on incorporation of multisensory methods, contingency plans for modifying
instruction due to collected data throughout the lesson, student response methods and questioning techniques and development of practice and review schedules.

C5: Apply knowledge of pre-requisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction

**Instruction:** Students will review scope and sequence charts for a variety of grade level and content areas to understand the progression of learning. Students will also read appropriate sections in Nelson and Price text addressing prerequisite skills and knowledge and key terms and vocabulary (Page 10-11).

**Assessment:** Students will complete the Data-Based Instruction project based on a profile of an example student.

C6: Implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals

**Instruction:** Required reading includes chapter 1 (Vaughn and Bos) which includes a section on developing an individualized education program. This section (pages 9-16) includes discussion of family and student involvement as well as the transition planning process. Students also read sections from Spinelli text including “Connecting Assessment Results to Program Planning and IEP Development.” Reading of article “Linking Transition Assessment and Postsecondary Goals: Elements in the Secondary Transition Planning Process” (Mazzotti, et al 2009). Students also receive a lecture presenting how to write IEP goals based on student data and how to plan instruction centered around the identified goals. The lecture presents a case study of a student and examples of instruction. Students are then presented with IEP goals and discuss possible options for implementing instruction.

**Assessment:** Students are presented with a case study requiring students to consider family concerns and program development in consideration of family priorities. Students also complete the Data-Based Instruction Project which requires them to identify a specific student need, write an academic goal in behavioral terms, develop an instructional plan, and then discuss how they will monitor their program to determine success or a needed change. One-page summary of transition article

C7: Adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression

**Instruction:** Students read chapters from Vaughn and Bos covering oral language, fluency and comprehension, and writing and spelling. The oral language chapter specifically addresses the relationship between oral language and written communication (reading and writing). Each chapter provides guidelines and how to plan instruction to meet student needs and skill levels.
Assessment: Students complete case studies focusing on oral language. Students complete a reading guide covering the oral language chapter which includes key language skills and appropriate assistive technology resources to teach the skill. Exam includes questions such as: How does language normally develop in children? What are some common language difficulties for students with specific learning disabilities?

C8: Instruct students in how to self-monitor, use effective learning strategies, and accommodate for their strengths and weaknesses as well as generalize new skills to educational and non-educational settings

Instruction: Students will read chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction” (Vaughn and Bos) which includes a section on study skills and learning strategies. This chapter also includes information on self-monitoring and strategies to teach self-monitoring skills. Chapter 2 from Vaughn and Bos addresses the stages of learning including generalization. There are several generalization strategies presented in the text and students are given scenarios and asked how the teacher could promote generalization of learned skills or strategies.

Assessment: Students will choose a skill to teach and then develop a teaching plan for each stage of learning (entry, acquisition, proficiency, maintenance, generalization, and application). Students will also read a case study and respond to questions: Even though Jeff’s students were able to successfully use their knowledge of text structures in the resource room, they were not able to transfer this knowledge to understanding their social studies text. Why might Jeff’s students have had difficulty generalizing their comprehension strategies? What instructional principles and teaching strategies might Jeff have considered to help his students better generalize their strategy to use for the social studies outline?

Students will explore several instructor recommended websites and develop a “Top Ten” list of strategies and advice for both students and parents regarding study skills, organizational skills, and coping skills.

C9: Coach students in the use of self-advocacy skills, including attending to relevant contextual factors, to develop resilience and maintain self-determination for their educational progress

Instruction: Chapter 10 includes a section on utilizing contextual analysis (Vaughn and Bos page 324-325). Students will also view the video “An Introduction to Resiliency.” Students also read chapter 4 including a section on interpersonal problem solving skills.

Assessment: Students submit a one-page reflection on the video including a discussion of the terms self-advocacy and self-determination.

C10: Support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations
**Instruction:** This standard is addressed through reading and discussion of chapter 4 “Promoting Social Acceptance and Managing Behavior” (Vaughn and Bos) and chapter 10 “Supporting Student Behavior” (Price and Nelson).

**Assessment:** Completion of case studies with questions focusing on students with needs for social and/or emotional support. Completion of Data-Based Instruction Project.

**C11:** Use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement

**Instruction:** Review of content in Spinelli text “Linking Assessment to Instructional Strategies: A Guide for Teachers” which presents a variety of assessments and then guides learners through the “next step” process to determining levels of mastery, emergent or no skill yet and appropriate instructional approaches at each level. Students also read Vaughn and Bos chapter on Response to Intervention.

**Assessment:** Creation of lesson plans using grade level content standards. Utilization of scope and sequence charts and example student data to select appropriate evidence-based practices to provide interventions and instruction.

**D6:** Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications

**Instruction:** Throughout the semester students will be assigned journal articles from *Teaching Exceptional Children*. The Vaughn and Bos and Price and Nelson texts provide extensive web resources that will be explored throughout the course.

**Assessment:** When studying RTI students are assigned to explore several web resources covering the topic and reflect on the information each website provides and the usefulness of the information. Students also view web videos on RTI and reading. Further assignments include developing a top ten list of study and organization skills requiring students to use available resources to develop their lists.

**D7:** Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

**Instruction:** Students will read two articles from *Teaching Exceptional Children*, May/June 2011: “Supporting New Special Education Teachers: How Online Resources and Web 2.0 Technologies Can Help” (Billingsley, Isreal, and Smith) and “Pathways to Leadership and Professional Development: Inspiring Novice Special Educators” (Kaufman and Ring).
**Assessment:** Students will submit a reflection of the readings including a discussion of the importance of professional development to maintaining job satisfaction and developing leadership skills within the school community.