

University of North Alabama
EEX 440 – Strategies for K – 6 Students with Mild/Moderate Disabilities
Fall 2011

Dr. Pam Fernstrom

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Credit: 4 semester hours

Office Hours

Monday & Wednesday:

Tuesday:

Thursday:

Friday:

Course Prerequisite: Admission to the Teacher Education Program for dual certification in Elementary Education and Collaborative Special Education K-6, EEX 340, EED 401, and a 3.0 Professional Studies GPA.

Course Description: Instructional strategies, materials, and curriculum for planning and implementing effective collaborative instruction of students with mild/moderate learning, cognitive, and behavioral disabilities.

Required Readings:

- Course content will be delivered electronically through Angel, professor-created documents, websites, Alabama State Department of Education documents (including Alabama Courses of Study for grades K-6) at <http://www.alsde.edu>. To access Angel go through UNA Portal and click on My Classes.
- LiveText.com – Purchase a membership through the website or the bookstore. Create your account using only UNA data (your name as it appears on your student account, your UNA email address, etc.).

Course Standards & Objectives:

All requirements of EEX 440 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 440 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be evaluated in EEX 440. Candidates must demonstrate:

Conceptual Framework	AL Code #	290-3-3-.34 General Rules for All Special Education Teaching Fields & 290-3-3-.35 Collaborative K-6	Evidence / Assessment
CF 1 & 5	290-3-3-.34 (2)(a)2.(iii)	Knowledge of diverse cultures, including cultural and socioeconomic factors & their impact on eligibility, programming, instruction, interventions, & implementation of services.	Class Activity / Rubric
CF 1, 3, & 5	290-3-3-.34 (2)(c)2.	Knowledge of student learning styles and instructional strategies, including collaborative co-teaching and direct instruction.	Individualized Unit / Rubric
CF 1 & 5	290-3-3-.35 (1)(b)1.	Knowledge of effective instructional strategies for adapting curriculum	Collaborative Lesson Plan / SE Lesson Plan Rubric
CF 1, 2, & 5	290-3-3-.35 (1)(e)1.(i)	Knowledge of the processes for prioritizing appropriate learning goals.	Module / Rubric
CF 1, 2, & 5	290-3-3-.35 (1)(e)1.(ii)	Knowledge of methods for determining appropriate curricular materials for individual students	Module / Rubric
CF 1	290-3-3-.35 (1)(e)1.(iii)	Knowledge of the content for Grades K-6 in the AL courses of study for English language arts, mathematics, science, & social studies..	Individualized Unit / Rubric
CF 1	290-3-3-.35 (1)(e)1.(iv)	Knowledge of the developmental stages of writing & spelling, including the writing process; the stages of prewriting, drafting, revising, editing, & publishing; the importance of the writing process in the teaching of reading, & the role of writing across the curriculum.	COE Lesson Plan / SE Lesson Plan Rubric

Upon completion of this course, students will also demonstrate the following additional knowledge and skills by:

1. creating an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.
2. planning and implementing effective research-based instructional strategies designed to promote learning, improve student achievement by systematically reflecting on instruction and modifying it, and incorporating student's learning styles, collaborative teaching, and direct instruction.
3. evaluate curricula materials.

Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. "Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit" (UNA Bulletin).
 - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (**for yourself**) or are participating in a UNA-sponsored event (**notice received from UNA administration**). **Doctor's excuses must be presented in the professor's office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only TWO excused absences. Submitting a doctor's excuse does not mean you automatically receive the class participation points. An appropriate number of points will be deducted for being tardy and leaving class early.**
 - **No tests** will be administered early or late unless it is an emergency! **Make-up exams** will be available only to students who have an **excused absence** and should be taken **before** returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.
 - If you are absent when an assignment is due, the **assignment** must be turned in **before** or **prior** to the **next class session** after an **excused absence**. Points will be deducted for late assignments (1/5 of the total number of points will be deducted **each day** an assignment is late, including weekends if the assignment can be submitted electronically). If you are going to submit an assignment after the due date and a hard copy is requested, you are required to turn in a piece of paper with your name on it.
 - Assignments/tests will be due/administered during the next class session if UNA is closed unexpectedly.
 - Class participation points will be awarded for **appropriate** behavior (being in class, on time, on-task, having class materials [text, class handouts from Angel Learning, and handouts distributed by the professor], and answering questions correctly).
 - **Please take your hats/sunvisors off at the door!** Cell phones should be placed on **silent** prior to class and will not be allowed **out of your bag, etc.** unless you have a family emergency and you let me know before class begins. No IPODS or ear pieces will be allowed to be worn during class. If you choose to use a laptop in class you may be asked to provide proof of your notes taken during class immediately after class. Points will be deducted for failing to comply with any of these behaviors.
3. Complete an individual clinical in a public school setting.
4. Read assigned text and supplemental reading material **prior** to class.
5. Final drafts of all products should be typed and submitted as requested in class (hard copy and/or electronically [LiveText]). If a hardcopy is requested only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product **before** submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.
6. Use UNA Portal or Angel for class communication and access class materials from Angel Learning.

Grading Criteria:

1. Tests - 30%
2. Application assignments
 - Modules - 10%
 - Evaluate materials – 8%
 - Presentation of instructional strategies - 8%
 - Peer teaching - 8%
 - Present & critique math lesson - 6%
 - Clinical - 20%
3. Class participation - 10%

Point equivalent for grades**You may lose up to:**

A	(100 - 93%)	530 - 490 points	40 points
B	(92 - 84%)	489 - 443 points	87 points
C	(83 - 75%)	442 - 395 points	135 points
D	(74 - 65%)	394 - 342 points	188 points
F	(64% and below)	341 points and below	

A professional subjective judgment will be made on all work attempted in this class.

UNA ADA Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors **within the first three class meetings (by / /11)** to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

Course Content:

- I. Appropriate instruction for students with disabilities
 - A. The special educator's role in delivering services to students in general education and pull-out classrooms
 - B. The IEP's role in instruction
- II. Designing individualized instruction
 - A. Response to Intervention/Instruction & tier interventions
 - B. Prioritizing appropriate learning goals & implementing standards-based IEPs
 - C. Methods for determining appropriate curricular materials for individual students
 - D. Stages of learning
 - E. Instructional factors that promote learning such as: diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services
 - F. Flexible grouping

- III. Implementing of Specialized Instruction
 - A. K-6 Alabama courses of study for English language arts, mathematics, science, & social studies
 - B. Effective and research-based instruction
 - C. Management and delivery of instruction
 - D. Student learning styles
 - E. Collaborative co-teaching
 - F. Direct instruction
 - G. Unit instruction
 - H. Teacher reflection
- IV. Mathematics instruction
 - A. Skills for instruction
 - B. Materials used
 - C. Adapting general education instruction
- VI. Social and behavioral instruction
 - A. Classroom management as a preventative intervention
 - B. Specific skills for instruction
- VII. Oral and written language strategies and materials for teaching the developmental stages of writing and spelling, including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
- VIII. Adapting content area instruction
- IX. Integration of technology across the curriculum

Assignment Details:

1. **Tests:** Two tests will consist of objective and essay questions. These tests will be worth a total of **160** points.
2. **Class participation:** Each evening you will be expected to participate in class discussions and activities. You may be asked oral questions, lead a class discussion, or take a quiz based on your reading assignments (see page 2 of this syllabus). You will be evaluated on your overall weekly performance and may receive 0-3 points based on this performance. The total number of possible points is **53**.
3. **Application assignments:** These assignments will be completed in and out of class, individually or with a partner.
 - a. **Modules:** You will be assigned readings and participate in electronic class/team discussions and/or submit an assignment for Angel modules. You will be asked to post comments (respond electronically in Angel) to specific questions/scenarios, share with your peers, and/or problem-solve individually or with others, and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the quality of your submissions and your overall participation. The total number of possible points is 53 points.
 - b. **Evaluation of Materials:** You should be assigned a commercially available set of teaching materials in the areas of math or language arts. You will prepare an evaluation of the program using the guidelines presented in class. This assignment will be worth 42 points.
 - c. **Presentation of Instructional Strategies:** You will select or be assigned a research-based instructional strategy/intervention to individually or collaboratively present to the class. Guidelines will be presented in class. This assignment will be worth 42 points.

- d. **Math Lesson:** You will plan one math lesson using the COE LiveText lesson plan on the skill(s) you were assigned in class. You will prepare the lesson and all materials, provide copies to everyone in the class, and present the lesson to the class. These lessons will also be shared with the class electronically. This assignment will be worth 32 points.
- e. **Peer Teaching:** You will be assigned a skill to teach to the class or a small group of peers from the class. You will prepare for this “lesson” in the same manner as a lesson you would teach to elementary students. The lesson will be audiotaped (on your personal audiotape) and you will write an evaluation of your performance. This evaluation and the audiotape are due during the next class session after you teach. Peer evaluation may be requested of the class as well. This lesson is worth **42 points**.
- f. **Clinical:** You will be assigned to a special educator for the semester. This placement will mimic your internship placement in special education. During this placement you will observe and shadow your cooperating teacher, as well as plan and implement lessons to a small group and individual students. Along with lessons on specific content/skills you will prepare an individualized unit for a small group of students or an individual student. You will be observed by the professor, who will provide feedback and assess your planning and instruction using the most recent internship rubrics. The entire project will be worth **106 points**.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

I have received a copy of the syllabus for **EEX 440**. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

I understand that **EEX 440** works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous EEX 440 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

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Name_____

Date_____