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Course Syllabus
EDSP 4319, Teaching Strategies in Special Education

Spring, 2014

School of Education and Behavioral Sciences

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COURSE DESCRIPTION

All learners possess unique characteristics, interests, and abilities. Special educators are responsible for connecting instructional planning to learner strengths and needs with typical and atypical exceptionalities. In this course, the educator examines research based instructional strategies to ensure student success across the curriculum, according to human growth and development. An investigation of characteristics associated with cross categorical learners, as defined by the Individuals with Disabilities in Education Improvement Act (IDEA, 2004), and how they affect teaching and learning will also be covered. Further, educational implications for students with exceptionalities will also be addressed. The course also explores research-based practices and subject area instructional strategies that result in accommodations and modifications for students with exceptionalities; including the five components mandated by the State Board for Educator Certification in the screening process for Dyslexia. Also included is the importance of effective and positive collaborative relationships with all stakeholders to support development and educational progress. The educator also applies knowledge of characteristics of students with learning disabilities and how knowledge of professional, ethical, and legal issues applies to working with students. In addition, opportunities are presented in which the teaching professional applies current and new knowledge regarding instructional planning, assessment, and collaboration. Fieldwork is required.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisites include EDSP 4302, 4311 or permission of Program Director

DATE AND TIME OF CLASS MEETINGS:

Mondays: 4:00 – 6:25 PM

ROOM NUMBER

Hinton 125

INSTRUCTOR INFORMATION

Name/Title:	Wendy Goshorn
E-mail:	wgoshorn@hbu.edu
Office Phone:	281-649-3000
Office Location:	Hinton 300
Office Hours:	*Electronic office hours and by appointment*

LEARNING RESOURCES

Textbook(s): Cecil D. Mercer and Ann R. Mercer, Teaching Students with Learning Problems. 8th Ed, Upper Saddle River, New Jersey: Prentice Hall, CD that accompanies book.

OTHER COURSE REQUIREMENT:

Join a professional organization – Council for Exceptional Children (HB CEC) or Association for School Educators (ASE)

Fieldwork is also required.

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the stated goals and purpose of the University, this course will promote skills and knowledge necessary for effective teaching, including the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, appropriate interactions in the teaching/learning processes, and an awareness of and sensitivity to what is included in a special education classroom. The courses are taught in a Christian environment and emphasize educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

RELATION TO THE GOALS AND PURPOSES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will give students their own setoff learning experiences that provide students with the knowledge and wisdom for educating students with special needs.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;

- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,

- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, this course provides application of instructional strategies and lesson planning that will enable the educator to arrange, develop, and provide effective instruction.

COURSE OBJECTIVES

Overview/ purpose of the course

In accordance with the aims of the education program, this course assists students in developing a knowledge base, attitudes, and skills necessary for effective professional practice. It includes addressing designated state-mandated objectives and proficiencies, which must be successfully completed for certification in Texas. The proficiencies are the abilities the state requires of all teachers.

Course Knowledge and Skills. *By fulfilling all course requirements, at the conclusion of this course, the student will be able to:*
1. Demonstrate an understanding of how a Resource Room is organized and functions;
2. Investigate how Inclusion Teachers collaborate and consult with regular classroom teacher to provide the least restrictive environment;
3. Describes and develop multiple strategies for teaching content to exceptional students;
4. Create a hotlist of websites to gain additional information to specifically relate to teaching the exceptional student.
5. Develop strategies to use in the different RTI levels
6. Describe the organizational structure in place in Texas for delivering services to exceptional students

SCHOOL OF EDUCATION REQUIREMENTS---TExES STANDARDS
- The list above of student knowledge and skills acquired through the learning experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A matrix at the end of this document indicates the PPR topics addressed.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

Standards for Initial Certification Special Education EC-12 Framework and Competencies

Domain I – Understanding Individuals with Disabilities and Evaluating Their Needs
Competency 002
The special education teacher understands formal and informal assessments procedures and knows how to evaluate student competencies to make instructional decisions

Domain II - Promoting Student Learning and Development
Competency 003
The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Competency 004
The special education teacher understands and applies knowledge of the procedure for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005

The special education teacher knows how to promote student's educational performance in all content areas by facilitating their achievement in a variety of setting and situations.

Competency 006
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behaviors and social skills.

Competency 007
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Domain III – Promoting Student Achievement in English Language Arts and Reading and Mathematics
Competency 009
The special education teacher promotes students' performance in mathematics.

Domain IV – Foundations and Professional and Responsibilities
Competency 012
The special education teacher knows how to communicate and collaborate effectively.

IDA Standards.
The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

C.   Knowledge of Dyslexia and Other Learning Disorders
    5.   Identify how symptoms of reading difficulty may change over time in response to development and instruction.

E-2.   Structured Language Teaching: Phonics and Word Recognition
    4.   Identify the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.
    5.   Discuss research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

E-3.   Structured Language Teaching: Fluent, Automatic Reading of Text
    2.   Explain reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.
    4.   Locate sources of activities for building fluency in component reading skills.
    5.   Discuss which instructional activities and approaches are most likely to improve fluency outcomes.
    7.   Discuss appropriate uses of assistive technology for students with serious limitations in reading fluency.

E-4.   Structured language Teaching: Vocabulary
    2.   Describe the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.

      3.   Explain varied techniques for vocabulary instruction before, during, and after reading.
      4.   Review that word knowledge is multifaceted.

E-5.   Structured Language Teaching: Text Comprehension
      1.   Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.

E-6.   Structured Language Teaching: Handwriting, Spelling, and Written Expression
      1.   Review research-based principles for teaching letter naming and letter formation, both manuscript and cursive.
      2.   Demonstrate techniques for teaching handwriting fluency.

    Spelling
      3.   Explain the influences of phonological knowledge of spelling.
      5.   Explain the influences on morphemic knowledge on spelling.

    Written Expression
      1.   Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
      3.   Review appropriate uses of assistive technology in written expression.

Other
    RTI Intervention

TOPICAL OUTLINE

A course agenda is included at the end of the syllabus.

1. Foundations of Teaching
   - Creating Responsive Learning Environments
   - Planning and Organizing Instruction
   - Assessing Students for Instruction
   - Teaching Students and Managing Instruction
   - Promoting Social, Emotional and Behavioral Development
2. Teaching Academic Skills
   - Assessing and Teaching Language
   - Assessing Reading
   - Teaching Reading
   - Assessing and Teaching Spelling
   - Assessing Math
   - Teaching Math
   - Teaching Learning Strategies, Content, and Study Skills
   - Promoting Transitions

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including:
1. Lecture
2. Demonstration/Explanation
3. Technology

ASSESSMENT OF LEARNING

      Course Requirements.

Assignment [1]	Learning Objective(s)	Standards	Percentage of Grade
Exam I	*1, 2, 3, 4, 5, 6*	PPR: I. 002 PPR: II. 003, 004, 005 PPR: IV. 012 IDA: Other-RTI	*25%*
Exam II	*1, 2, 3, 4, 5, 6*	PPR: I. 002, PPR: II. 003, 004, 005, 006 *PPR: III. 009* *IDA: C5, E-2: 4, 5; E-3: 2, 4, 5, 7; E-4: 2, 3, 4; E-5:1*	
Exam III	*1, 2, 3, 4, 5, 6*	PPR: II. 003, 004, 005, 006 007 *PPR: III. 009* *IDA: C5, E-2: 4, 5; E-3: 2, 4, 5, 7; E-4: 2, 3, 4; E-5:1*	
Exam IV	*1, 2, 3, 4, 5, 6*	PPR: II. 003, 004, 005, 006 007 *PPR: III. 009* *IDA: RTI*	
Notebook/Portfolio of Teaching Strategies[1]	*1, 2, 3, 4, 5, 6*	PPR: I. 002, PPR: II. 003, 004, 005, 006, 007 *PPR: III. 009,* PPR: IV. 012 *IDA: C5, E-2: 4, 5; E-3: 2, 4, 5, 7; E-4: 2, 3, 4; E-5:1*	*25%*
Differentiated Lesson Plans[1]	*3,*	PPR: III. 009	*25%*
Learning Activities/Games	*1, 2, 3, 4, 5, 6*	PPR: I. 002, PPR: II. 003, 004, 005, 006, 007 *PPR: III. 009,* PPR: IV. 012	*25%*
Additional Learning Activities [3]			
• Blackboard Discussions	*1, 2, 3, 4, 5, 6*		
• Chapter Activities	*1, 2, 3, 4, 5, 6*		

		IDA: C5, E-2: 4, 5; E-3: 2, 4, 5, 7; E-4: 2, 3, 4; E-5:1; RTI	

[1] Descriptions and rubrics for assignments are included at the end of this document.

[2] These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

[3] Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 20% of the final grade.

Grading standards

Grade averages will be converted to letter grades at the end of the course as follows:
A   92-100%
B   84-91%
C   76-83%
D   70-75%
F   Below 70

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

As part of the overall grade for indicated assignments/projects/papers/presentations, you are required to upload your effort to your electronic portfolio following the specific directions for that task. (http://stuweb.hbu.edu/faculty/dwilson/Student_Professional_Portfolios/index.htm).

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus.

Student appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Late Work. All assignments submitted after the due date will be assessed a 10 point penalty. Please ensure that all assignments are submitted on time.

 Missed Tests. Plan to take all exams at the scheduled time. If you must miss an exam, notify the instructor by telephone *within 24 hours of the scheduled exam*. Acceptable reasons for making up an exam are as follows (documentation is required to verify the reason for your absence):

1. Serious illness (hospitalization).
2. A death in the family.

Acceptable reasons **do NOT** include the following:

1. Doctor's appointments for a non-emergency.
2. "I didn't have time to study."

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities.   Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom, use proper netiquette, and show appropriate respect for the instructor and other students in class and on discussion forums.   Inappropriate behavior toward the instructor may result in a directive to the offending student withdrawal from course. .

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your email correspondence should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences or lack of participation in on-line activities, which may result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.
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Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

    Dr. Charlotte Fontenot　　　　　　　　　　　　　　August 14, 2013

Wendy Goshorn　　　　　　　　　　　　　　　　*December 9, 2013*

Instructor's Signature　　　　　　　　　　　　　　Date

EDSP 4319
TENTATIVE SCHEDULE

Date	Class topics and readings	Task(s)/Assignments
Week 1 1/27/14	Introduction Overview of course and syllabus Read Chapters 1 and 2 for upcoming weeks	Submit Syllabus Acknowledgement Statement and Cheating and Plagiarism Pages on Bb
Week 2 2/03/14	Chapter 1: Creating Responsive Learning Environments	Bb discussion
Week 3 2/10/14	Chapters 2: Planning and Organizing Instruction Develop an activity that you can use plan and organize your instruction. (Include this activity in your Teaching Strategies Portfolio).	Bb discussion
Week 4 2/17/14	Chapter 3: Assessing students for Instruction Develop an activity that you can use to assess students for Instruction (Include this activity in your Teaching Strategies Portfolio).	Bb discussion
Week 5 2/24/14	We will schedule a meeting this week to discuss activities developed for chapters 2 – 3.	Exam 1 (Chapters 1 -3) Bb discussions are due for Chapters 1 – 3.
Week 6 3/03/14	Chapter 4: Teaching Students and Managing Instruction Chapter 5: Promoting Social, Emotional, and Behavioral Development Develop an activity that you can use to manage instruction and another to promote student development; socially, emotionally, and behaviorally. (Include this activity in your Teaching Strategies Portfolio).	Bb discussions
Week 7 3/10/14	**SPRING BREAK**	
Week 8 3/17/14	Chapter 6: Assessing and Teaching Language Chapter 7: Assessing Reading Develop an activity that you can use to assess and teach Language and also to assess Reading to your students. (Include this activity in your Teaching Strategies Portfolio). Begin working on your Differentiated Reading and Language Lesson Plans	Bb discussions
Week 9 3/24/14	Chapter 8: Teaching Reading Chapters 9:Assessing and Teaching Spelling Develop an activity that you can use to teach reading and another to assess and teach Spelling to your students. (Include this activity in your Teaching Strategies Portfolio). Begin working on your Differentiated Reading Lesson Plan	Exam 2 (Chapters 4 – 7) All Bb discussions are due for chapters 4 – 7.
Week 10 3/31/14	Chapter 10: Assessing and Teaching Handwriting and Written Expression	Bb discussions

	Develop an activity that you can use to assess and teach Handwriting and Written Expression to your students. (Include this activity in your Teaching Strategies Portfolio).	
Week 11 4/07/14	Chapter 11: Assessing Math Chapter 12: Teaching Math Develop an activity that you can use to assess and teach Math to your students. (Include this activity in your Teaching Strategies Portfolio). Begin working on your Differentiated Math Lesson Plan	Bb discussion
Week 12 4/14/14	Chapter 13: Teaching Learning Strategies, Content, and Study Skills Chapter 14: Promoting Transitions Develop an activity that you can use to assist your students with effective Study Skills. (Include this activity in your Teaching Strategies Portfolio	Exam 3 (Chapters 8 – 11) Bb discussions are due for Chapter 8 - 11
Week 13 4/21/14	Differentiated Lesson Plans Due. Be prepared to present to class .	
Week 14 4/28/14	Teaching Strategies Electronic Portfolio Due	
Week 15 5/05/14	**READ DAY**	*Last day to submit late assignments*
Week 16 5/12/14	**FINAL EXAM and COURSE REFLECTION** Conclude any discussions from the semester left incomplete.	

NOTE
The instructor reserves the right to modify this syllabus and course agenda and will notify the class of any changes in a timely manner.

Assignment Descriptions and Rubrics

Differentiated Lesson Plans

You are to develop a total of four lesson plans, which will consist of one plan for each of the following subjects: Language, Reading, Spelling, and Math. This will be 25% of the student's total grade

Lesson Plan Rubric *(maximum 100 points)*

Student _____

Each lesson plan is worth 20 point = 80 points; Modifications – 20 points

Points	Unsatisfactory 0	Minimal 60	Competent 70	Excellent 80	Comments	Points Earned
Lesson Plans LA Math Reading Spelling	Some components are not evident.	Most components are somewhat evident. A written lesson plan adequate objectives and an outline of the teaching and learning activities that fulfill many of the lesson requirements	All 8 components are either highly or somewhat evident. A complete written lesson plan with appropriate objectives and an outline of teaching and learning activities that fulfill all of the lesson requirements	All 8 components are highly evident. A complete and thorough written lesson plan with clearly-stated and highly appropriate objectives and a detailed outline of teaching and learning activities that fulfill all of the lesson requirements		
Points	**Unsatisfactory 0**	**Minimal 10**	**Competent 17**	**Excellent 20**	**Comments**	**Points Earned**
Modifications	Vaguely elaboration on how to adapt any part of the lesson.	Describes at least 1 way to modify lesson for students with exceptionalities.	Explains at least 2 ways to modify lesson for students with exceptionalities.	Explains at least 3 ways to modify lesson for students with exceptionalities. Analyzes the group effort objectively and responsibly.		
Totals						

Electronic Teaching Strategies Portfolio

You will develop an electronic portfolio pertaining to effective teaching strategies that can be utilized for working with students with learning problems. This notebook/portfolio will be 25% of the student's total grade. **YOU** are also to create a rubric, which will be utilized to evaluate your product. ***You will also include information about various organizations (federal, state, and local) that assist disabled persons and your lesson plans created this term.***

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance,** late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT**:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name	Signature	Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]