

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: SPED11-1-09a

Proposal Title Revising of Special Education Graduate
General Curriculum Initial Licensure Program

Originating Department SPED

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE UNDERGRADUATE & GRADUATE
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10-30-09	10-30-09	10-30-09	Approved	<u>DEPARTMENT CHAIR</u>
11/2/09	1/30/10	2/24/10	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
2/24/10	2/24/10	2/24/10	Approved	<u>COLLEGE FACULTY CHAIR</u>
2-24-10	3-19-10	3-19-10	Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
3/22/10	4/6/10	10/7/10	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY
MADE 2-7-11
Grad School Op

Revised; Undergraduate and Graduate

Course and Curriculum Proposal from: Department of Special Education and Child Development/College of Education

Title: Revisioning of Special Education General Curriculum Initial Licensure Program

CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY AND CATALOG COPY:

1. **SUMMARY OF UNDERGRADUATE CHANGES.** The Special Education and Child Development Department proposes the revisioning of the undergraduate Special Education General Curriculum Initial Licensure Program by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE standards. The undergraduate program maintains 54 hours within the special education major, with 37 university general core requirements, and 29 elective hours. Additions to the undergraduate plan of study include: TESL 4204 *Inclusive Classrooms for Immigrant Students* that is taught by faculty from the Teaching English to Second Language Learners program; SPED 4279 *Content Area Instruction for Students with Special Needs*; SPED 4316 *Transition Plan and Delivery*; and SPED 4276 *Teaching Reading to Secondary Learners with Special Needs*. Deletions to the undergraduate plan of study include EIST 4100 *Computer Applications in Education*, EXER 3228 *Elementary Physical Activity*, and EXER 3229 *Elementary Health Education*. Curricular changes include the alignment of course content with new standards, judicial placement of candidate assessment measures and evidences, integration of prerequisite skills, restructure of the clinical experience requirements, and elimination of duplication of standards across course outlines. Structural changes include earlier admission to Teacher Education and the Special Education major during the second semester of the sophomore year. This allows ample time for candidates to complete the special education program, as well as successfully complete requirements/evidences at the proficiency level.

SUMMARY OF GRADUATE CHANGES. The Special Education and Child Development Department proposes the revisioning of the graduate Special Education **General Curriculum Initial Licensure Graduate Certificate Program** by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE standards. The graduate certificate program maintains our 27-hour course requirement for the Graduate Certificate Program in Special Education. Additions to the graduate certificate program include SPED 5276 *Teaching Reading to Secondary Learners with Special Needs* (student make take either SPED 5275 *Teaching Reading to Elementary Learners with Special Needs* or SPED 5276 *Teaching Reading to Secondary Learners with Special Needs*), and SPED 5279 *Content Area Instruction for Students With Special Needs*. Curricular changes include the alignment of course content with new standards, judicial placement of candidate assessment measures and evidences, integration of prerequisite skills (e.g., use of search engines for Topical Paper (E2), restructure of the clinical experience requirements, and elimination of duplication of standards across course outlines. SPED 6690 *Consultation and Collaboration* was deleted from the 27-hour course sequence and moved to the advanced licensure sequence.

2. PROPOSED CATALOG COPY: Undergraduate

SPED 4276. Teaching Reading to Middle and Secondary Learners with Special Needs. (3)

Prerequisites: Admittance to SPED program; SPED 3100; SPED 3173; SPED 3175; SPED 4275. This course will provide effective remedial and intervention strategies for addressing the needs of middle and secondary students with disabilities and diverse learning needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall)*

SPED 4279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites:

Admittance to SPED program, SPED 3100; SPED 3173; SPED 3175; SPED 4275; SPED 4277.

Corequisite: SPED 4272; SPED 4276. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall)*

SPED 4316. Transition Planning and Service Delivery. (3) Prerequisites:

Admittance to SPED program; SPED 3100; SPED 3173; SPED 3175. Methods and procedures used in preparing students with disabilities for the world of work and independence are studied. Clinical field experience hours required. *(Spring)*

TESL 4204. Inclusive Classrooms for Immigrant Students. (3) An introduction to the general issues related to the teaching of English Language Learners in diverse classroom and school contexts. Topics include understanding current demographics and immigration trends, second language acquisition and the development of academic English, modifying course content to meet the needs of ELLs. Other topics include understanding sheltered instruction and ESL program models, the special education/ESL interface, authentic assessments and development of pedagogical strategies to increase academic achievement and literacy. *(Fall)*

PROPOSED CATALOG COPY: Graduate

SPED 5276. Teaching Reading to Middle and Secondary Learners with Special Needs. (3)

Prerequisites: Admittance to M.A.T. (SPED), or M.Ed. (SPED); SPED 5100; SPED 5173; SPED 5175. This course will provide effective remedial and intervention strategies for addressing the needs of middle and secondary students with disabilities and diverse learning needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall)*

SPED 5279. Content-Area Instruction for Students with Special Needs. (3) Prerequisites:

Admittance to M. A. T. (SPED), or M. Ed. (SPED); SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275 or SPED 5276; SPED 5277. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels; English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall, Spring)*

B. JUSTIFICATION.

1. The UNC Charlotte Special Education General Curriculum Licensure Program underwent structural and curricular changes in response to a revisioning mandate from the North Carolina State Board of Education to all licensure programs in North Carolina. The program responded to gaps in our current program as identified by faculty members and our community partners including the practical use of data to determine interventions; knowledge of co-teaching models and best practices; knowledge and skills working with culturally and linguistically diverse students; content knowledge in middle and high school reading, writing, and mathematics; and knowledge of Universal Design for Learning strategies.

2. Each new course requires admission to the special education program as a prerequisite. The new undergraduate courses each require SPED 3100, SPED 3173, and SPED 3175. The new graduate courses each require SPED 5100, 5173, and 5175. In addition, SPED 4316 requires SPED 4271 as prerequisite.
3. Course number is consistent with the level of academic advancement of students with SPED 4276, 4279, and 4316 required the junior and senior years and SPED 5276 and 5279 required after the initial core courses of the graduate program completed.
4. Special Education faculty concur that the revised program will better prepare undergraduate and graduate candidates to engage as knowledgeable and skilled professionals in the field of special education and to serve as special education teachers who thoughtfully plan and implement effective, research-validated instruction that is responsive to the diverse and multi-faceted needs of their K-12 students. The SPED 4276 and SPED 4279 provides teachers with additional knowledge and skill to teach middle school students and high school students. The same applies to SPED 5276 and SPED 5279 for graduate students. SPED 4316 provides teachers with knowledge applicable to transition planning for students with disabilities.

C. IMPACT.

1. Undergraduate students and graduate students entering the Graduate Certification Program for initial licensure in general curriculum will be served by this proposal.
2. Effect on existing courses
 - a. When and how often these new courses will be taught?

These new courses will be taught each academic year. Current schedule is under discussion.

- b. How will the content and/or frequency of offering of other courses be affected?

Other courses offered by the SPED program will not be affected.

- c. What is the anticipated enrollment?

Anticipated enrollment for each course is estimated at 25-35 students.

- d. How will enrollment in other courses be affected?

Enrollment in other courses offered by the SPED program will not be affected.

- e. Give details of experience if courses offered under special topics.

These new courses have not been offered under special topics.

- f. Identify other areas of catalog copy that would be affected.

Other areas of the catalog copy that will be affected include curriculum outlines, degree requirements, course number and description.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel:
 - a. Requirements: at this point, no additional faculty is needed.
 - b. Names of qualified faculty
 1. SPED 4276 and 5276 will be taught by Dr. Nancy Cook
 2. SPED 4279 and 5279 will be taught by Dr. Chris O'Brien
 3. SPED 4316 will be taught by Dr. Lee Sherry

2. Physical Facility

None: courses can be taught within the existing facility

3. Equipment and Supplies

None: Additional equipment and supplies are not needed.

4. Computer

None: courses are taught by existing faculty

5. Audio-Visual

None: Additional audio/visual equipment is not required.

6. Other Resources

None: additional copying can be provided with the existing budget.

7. Sources of funding

None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENT OR UNITS

a. Library Consultation

Library consultation for SPED 5276 and 5279 completed; see attached.

b. Consultation with other departments or units

a. Email sent to Dawson Hancock, 10/30/09, see attached

b. Email sent to Mitch Cordova, 10/30/09, see attached

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

a. Originating Unit

The SPED faculty developed the revisioning of the General Curriculum program during the 2008-2009 academic year. The final revised program was voted as approved at the last program meeting, April 2009.

b. Other Considering Units: N/A

G. ATTACHMENTS

Attached : Course outlines for SPED 4276, 4279, 4316, ~~5276~~ 5279, and TESL 4204. These course outlines have been approved as an appropriate substitute for course syllabi for graduate courses.

To: Janet Baxter, Dept. of Special Education and Child Development
From: Judy Walker, Education/Curriculum Materials Librarian
Date: March 23, 2010
RE: Consultation on Library Holdings

Course/Program: SPED 5276. Teaching Reading to Middle and Secondary Learners
with Special Needs

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** March 23, 2010

Please Check One:

- Holdings are superior
- Holdings are adequate **X**
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

To: Janet Baxter, Dept. of Special Education and Child Development
From: Judy Walker, Education/Curriculum Materials Librarian
Date: March 23, 2010
RE: Consultation on Library Holdings

Course/Program: SPED 5279 Content-Area Instruction for Students with Special Needs

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** _____

Please Check One:

-
- | | |
|---|--------------|
| Holdings are superior | _____ |
| Holdings are adequate | <u> X </u> |
| Holdings are adequate only if Dept. purchases additional items. | _____ |
| Holdings are inadequate | _____ |

Comments:



COURSE NUMBER SPED 5276

CREDIT HOURS 3

COURSE TITLE Teaching Reading to Middle and Secondary Learners with Special Needs

CATALOG DESCRIPTION

SPED 5276. Teaching Reading to Middle and Secondary Learners with Special Needs. (3) SPED 5100; SPED 5173; SPED 5175. This course will provide effective remedial and intervention strategies for addressing the needs of middle and secondary students with disabilities and diverse learning needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall)*

COURSE PREREQUISITES SPED 5100; SPED 5173; SPED 5175

COURSE COREQUISITES N/A

COURSE RATIONALE

Special education teachers play a significant role in helping middle and high schools address reading needs of students who are at risk for, or experience, reading failure due to identified disabilities and other risk factors. This course contributes to developing excellent professionals as defined by the COED Conceptual Framework by focusing on the strands and associated learning outcomes of knowledgeable teachers, effective practitioners, reflective teachers, and responsive teachers in several ways. It is critical for special educators to gain **knowledge and skilled application** of research-based strategies for **effectively addressing these needs** of students at various levels of reading progress. The focus of this course is on both supplemental instruction, adjustments to core instruction, and remediation that can ameliorate difficulties of reading skills. The course also requires the students to become **reflective and responsive** through the use of data-based decisions from screening, progress monitoring, and outcome assessments. The focus on teaching reading to students with identified disabilities along with other high risk factors is unique to the Special Education program and to the College. It is supported by Diagnostic Assessment, Instructional Planning, and Teaching Reading to Elementary Learners with Special Needs, and serves as a complement to other methods courses in the Special Education program which focus on different but related topics (e.g., Teaching Writing to Learners with Special Needs; Teaching Content to Learners with Special Needs) as well as the student teaching experience. It also complements other courses in the Elementary program (e.g., Teaching Reading to Intermediate Grade Learners). Further, as listed below the course is designed to address North Carolina Professional Teaching Standards (NCPTS) at the proficiency level as well as the North Carolina Instruction Specialty Standards (SS) for General Curriculum (GC) and consistent with NCATE-approved standards for special education.

COURSE OBJECTIVES

The relationship between the objectives and standards specific to NCPTS and NCSS for GC will be noted below with by standard number.

Upon completion of the course, the candidate will be able to:

- Explain the critical components of reading instruction for middle and secondary learners with special needs (decoding, advanced word reading, reading fluency, vocabulary, reading comprehension). NCSS GC4.2

- Use assessment data to identify individual student strengths and weaknesses, develop appropriate instructional plans and select materials accordingly. NCPTS 1a.2; NCPTS 4a.2; NCPTS 4c.1; NCPTS 5a.1
- Use research-based strategies to provide instruction. NCPTS 2d.2; NCPTS 5c.1
- Enhance instruction of reading in content areas. NCPTS3a.2; NCSS GC4.2
- Maximize instructional time by incorporating high levels of active student response and evaluating the efficiency of activities in teaching target skills.
- Collaborate and consult with middle and secondary general educators on enhancements to core reading instruction in order to increase the effectiveness of classroom instruction for at-risk learners.

INSTRUCTIONAL METHODS

This course is designed to be taught as a face-to-face class using web support for access to class materials. Knowledge of content is developed through readings, study guides, and class activities. Class sessions are used for demonstration and feedback by the instructor with practice in small groups. The course is highly interactive with the majority of time spent practicing the application of skills using course materials. These skills are further refined in a 6-hour clinical experience with the supervision of host teachers, selected because of their teaching expertise.

COURSE CONTENT

The course addresses decoding, reading fluency, vocabulary, content area instruction, strategy instruction, with particular emphasis on comprehension. Candidates will learn to explicitly and systematically teach these skills using research-based practices identified by the National Reading First Centers and exemplified by the Direct Instruction programs they use in the public schools as part of their clinical experience. Candidates will learn to use strategies shown to be of particular importance when teaching reading to middle and secondary learners who struggle and how to provide additional scaffolding when necessary. Attached is a sample course calendar (see Attachment A).

ILLUSTRATIVE COURSE ACTIVITIES

The relationship between the objectives and standards specific to NCPTS and NCSS for GC are noted below by standard number. The electronic evidence the activity supports are designated by number (e.g., EE3)

- In class, candidates will present to peers and receive instructor feedback on lesson formats, demonstration of effective presentation techniques, and use of error correction strategies. NCPTS 2d.2; NCPTS 5c.1; EE4; EE3
- In class, candidates will practice and receive feedback on interpreting and making data-based decisions with simulated data sets. NCSSGC 2.2; EE5; EE6
- In class, candidates will examine a variety of reading instructional materials, including a core reading program, in order to identify strategies for enhancing the programs to better meet the needs of learners who are disabled or at-risk for reading failure. Candidates will simulate consultation and collaboration with general educators to support the recommended enhancements.
- In the clinical setting, candidates will teach at least five full lessons to students who have special needs.
- In the clinical setting, candidates will administer diagnostic assessments to at least one student. NCPTS 1a.2; NCPTS 4a.2; NCPTS 4c.1; NCPTS 5a.1; EE 3; EE 4; EE5

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Point values are given under Grading Scale below.

Scores on assignments comprise 43% of the grade.

- **Sounds Checkout:** Candidates will complete a timed oral test of letter sounds and letter sound combinations.

- **Lesson Audio Recordings and Assessment:** Candidates will turn in two (one early with a diagnostic assessment report and one late in the semester with a progress monitoring report) audio recordings of teaching lessons in the clinical placement.
- **Applied Assignments:** Candidates will turn in two applied assignments and present brief demonstrations of application of course content (e.g., teaching vocabulary, instructional enhancements to support general educators).

Scores on tests comprise 57% of the grade:

- **Online Module Quiz:** Candidates will complete an online module covering phonemic awareness and alphabetic principle and take an application quiz covering this content.
- **Quizzes:** Candidates will receive three quizzes over assigned readings and class lectures.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Textbook

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: The Guilford Press.

Sample Bibliography

Bursuck, W. L., & Damer, M. (2007). *Reading instruction for students who are at risk or have disabilities*. Boston, MA: Allyn & Bacon.

Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2010). *Direct instruction reading (5th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Center on Teaching and Learning. (2009). Big ideas in beginning reading. <http://reading.uoregon.edu/>

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners (3rd ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Haager, D., Klingner, J., & Vaughn, S. (2007). *Evidence-based practices for response to intervention*. Baltimore: Paul H. Brookes Publishing Co.

Johnson, E. S., & Smith, L. (2008). Implementation of Response to Intervention at middle school: Challenges and potential benefits. *TEACHING Exceptional Children*, 40, 46-52.

Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: The Guilford Press.

Marchand-Martella, N. E., Slocum, T. A., & Martella, R. C. (2004). *Introduction to direct instruction*. Boston: Pearson.

National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Stanovich, K. & Stanovich, S. (2005). What is scientifically based research? *A guide for teachers*. National Institute for Literacy: *The partnership for reading*. 1-10.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grading Scale

Assignments	Point Values
Quizzes	3 x 30 pts (90)
Sounds Checkout	10 pts
Online Module Quiz	30 pts
Lesson Audio Tapes/Assessment	2 x 20 pts (40)
Applied Assignments	2 x 20 pts (40)
Total	210

Total Points	Grade
198 – 210	A
185 – 197	B
172 – 184	C
171 or fewer	U

Attendance: You are expected to attend class, be prepared for class by having read the assigned material, participate in class activities, and be prepared for the quizzes. Points may be deducted from your final grade if you miss more than three class sessions. I recommend that you exchange contact information with at least one other classmate (i.e., email and/or phone). If you are absent, you are responsible for getting information and assignments presented during an absence. An absence does not relieve you of the responsibility to turn in an assignment on time. If you are going to be absent, send any assignments due for that class period to the instructor via email by the beginning of class on the due date.

Late Assignments: You are expected to submit assignments on the established due dates and you are expected to take quizzes/exams at the scheduled times. An assignment is considered late if it is not given to the instructor at the beginning of the class session in which it is due. Late submission of work will result in a deduction of 30% of the possible total points for that assignment.

Professional Quality: All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact the instructor prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

Electronic Devices: All cellular phones are expected to be turned off during class unless you have an emergency situation in which you will need to receive prior permission from the instructor.

Communication: You may contact the instructor by email or by telephone. Email will be responded to faster than voicemail.

Inclement Weather Policy: The University is rarely closed because of bad weather. When such a closing occurs, it will be announced over local television and radio stations (University inclement hotline: 704-687-2877). There may be times when the University remains open officially, but bad weather in the region makes it unsafe or unwise for faculty or students to travel, particularly in the evening. If I am unable to make a class, I will attempt to leave a message on my voicemail and will notify the Departmental Office (704-687-8772). If you cannot travel to class because of bad weather, please let me know. There will be no penalty for missing class due to bad weather conditions. As always, if class is conducted, it is the student's responsibility to obtain information from missed classes from fellow students.

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/GraduateCatalog0709.pdf>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105catalog.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

College of Education Diversity Commitment

Students are responsible to observe the **College of Education Diversity Commitment** (http://education.uncc.edu/coe/diversity_statement.htm). The College of Education is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Difference between SPED 4276 and SPED 5276

Students taking SPED 4276 will have background knowledge on phonemic awareness and decoding skills whereas students taking SPED 5276 will not have this background. Therefore, these students will need to pass a check on fluency of producing phonemes. They will also be expected to complete an online module (e.g., reading.uoregon.edu) and pass an application quiz on phonemic awareness and alphabetic principle.

Attachment A

Course Calendar

Week:	TOPICS
1	Course introduction and overview Preview of basic components of reading instruction
2	Decoding Advanced Word Reading Corrective Reading Decoding Program
3	Corrective Reading Decoding Program (continued) Vocabulary
4	Corrective Reading Decoding Program (continued) Fluency Video: <i>The Middle School that Could</i>
5	Quiz 1 Overview of Applied Assignment 1(AA1)
6	Multicomponent Approaches to Strategy Instruction
7	Content Area Instruction AA1 Mini-lesson Demonstrations
8	Instructional Enhancements to Support General Educators AA1 Mini-lesson Demonstrations (Continued)
9	Quiz 2 Overview of Applied Assignment 2 (AA2)
10	Comprehension Corrective Reading Comprehension Program
11	Reading Comprehension Assessment Corrective Reading Comprehension Program (continued)
12	Text Structure and Reading Comprehension AA2 Mini-lesson Demonstrations
13	Instructional Practices that Promote Reading Comprehension AA2 Mini-lesson Demonstrations (continued)
14	Instructional Practices that Promote Reading Comprehension (continued)
15	Quiz 3 (final exam day)

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Charles L. Wood
Nancy L. Cooke

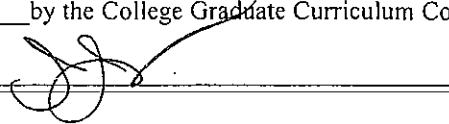
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

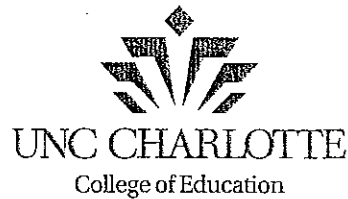
Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on 2/24/10 by the College Graduate Curriculum Committee
Date

Chair: _____

A handwritten signature in black ink, appearing to be 'J. J.', is written over the signature line for the College Graduate Curriculum Committee.



COURSE NUMBER SPED 5279

CREDIT HOURS 3

COURSE TITLE Content-Area Instruction for Students with Special Needs

CATALOG DESCRIPTION

SPED 5279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275; SPED 5277. Prerequisites for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. *(Fall, Spring)*

COURSE PREREQUISITES for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275 or 5276; SPED 5277

COURSE PREREQUISITES for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274.

COURSE COREQUISITES N/A

COURSE RATIONALE

As students with special needs progress through the years of their education, they make a significant transition from classes addressing basic skills and learning to read to content-area courses that require skills in “reading to learn.” Essentially, the curriculum for adolescents with disabilities typically reflects a highly rigorous experience of education in general education classes focused on English, social studies, science, and mathematics, which presume a solid foundation in study skills and basic skills in literacy. Special education teachers play a vital role in middle and secondary schools in supporting students with special needs’ potential to access content area courses by designing effective 21st century learning environments, collaborating with general educators, teaching learning strategies, and enhancing the content with graphic organizers, digital materials, and computer-based multimedia. This course contributes to the development of **excellent professionals** as defined by the COED Conceptual Framework by focusing on the strands and associated learning outcomes of knowledgeable teachers, effective practitioners, reflective teachers, and responsive teachers in several ways. It is critical for special educator teachers in a K-12 school system to possess the **knowledge and skilled application** of research-based strategies for effectively supporting students with special needs at the middle and secondary level. Special educators must be **reflective and responsive**. They must be able to evaluate academic setting demands, collect data, and make informed decisions about the integration of instructionally relevant technology, content enhancements, and learning strategies to improve student performance. Further, unique in this course, special educators must demonstrate a foundation of **knowledge of the content areas** in order to make that content more accessible for a diverse population of students with a range of abilities. The course, along with Teaching Reading to Middle and Secondary Learners with Special Needs, provides a critical extension of the instructional repertoire of special educators into the upper grades and builds upon a strengths in designing effective learning environments that promote positive behavior and intervention to show improvement in student performance. Further, as listed below the course is designed to address North Carolina Professional Teaching Standards (NCPTS) at the proficiency level as well as the North Carolina Instruction Specialty Standards (SS) for General Curriculum (GC) and Adapted Curriculum (AC) consistent with NCATE-approved standards for special education.

COURSE OBJECTIVES

The relationship between the objectives and standards specific to NCPTS and NCSS for GC and AC will be noted below with by standard number.

Key for Standards

NCPTS = North Carolina Department of Public Instruction Professional Teaching Standards

NCSSGC = North Carolina Department of Public Instruction Specialty Standards General Curriculum

NCSSAC = North Carolina Department of Public Instruction Specialty Standards Adapted Curriculum

Upon completion of the course, the candidate will be able to:

- Collaborate with general education content-area specialists to share instructional responsibilities [NCPTS 2d.1; NCSSGC 6.3; NCSSAC 7.3]
- Recognize effective models of collaborative instruction that reflect parity of expertise and responsibility while integrating effective components of specialized instruction [NCPTS 2d.2 NCSSGC 6.3; NCSSAC 7.3]
- Demonstrate breadth of content knowledge in the major subject areas appropriate for supporting students with disabilities in content-area courses [NCPTS 3b.1, 3c.1]
- Design effective learning environments that promote achievement for students with disabilities in the general curriculum [NCPTS 2a.1, 2c.1, 4f.1]
- Explain the framework of Universal Design for Learning as an instructional response to inclusive classrooms [NCPTS 3d.1, 4d.1, 5c.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize instructionally relevant examples of computer-based and web-based media to enhance instructional effectiveness in the content areas consistent with a UDL instructional design [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Use Smartboard technology to integrate multimedia into content-area instruction [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize effective examples of Web 2.0 technology to enhance content instruction and interactivity in web-based learning [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize and integrate assistive technologies and accessible materials appropriate for learners experiencing limited academic performance in content-area courses [NCPTS 4c.1, 4d.1; NCSSGC 3.5; NCSSAC 5.4, 6.6]
- Use research-based strategies for enhancing conceptual clarity of high-level content [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Select research-based learning strategies to support academic performance of struggling learners in content-area coursework [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Evaluate effectiveness of learning strategies on long-term academic performance of learners with disabilities [NCPTS 4.b.1, 4h.1]
- Differentiate instruction for learners performing at different academic levels while maintaining rigorous academic instruction [NCPTS 2d.2, 4a.1, NCSSGCAC 2.2]
- Create a comprehensive unit plan in a content-area that includes conceptually explicit objectives for student performance and addresses the needs of a wide range of learners [NCPTS 3c.1; NCSSGC 3.3, 3.4, 3.5; NCSSAC 5.4; EE3]

INSTRUCTIONAL METHODS

This course is designed to be taught in a hybrid format with the majority of sessions conducted face-to-face class. Web-based learning modules and a combination of self-paced and scheduled quizzes designed to develop and assess background knowledge and critical content knowledge in the content areas at the middle/secondary level. In-class sessions will include a balance of interactive lectures and small group discussion of professional issues based on an array of relevant materials. Critical intervention strategies taught in the class will be applied in a clinical setting with a selected adolescent in order to advance teaching expertise.

COURSE CONTENT

Included in this course would be a clear connection/extension of the themes of collaboration into content-area instruction with extensive discussion and training in models of co-teaching. The instructional perspective will emphasize Universal Design for Learning specifically modeling the use of technology to provide multiple means of representation, expression, and engagement in content instruction. Included in the UDL work would be the development of accessible, digital texts in line with the current Department of Education trends (e.g., NIMAS, NIMAC). Candidates will use the Smart board, integrate multimedia presentations, and examine the use of Web 2.0 technologies as teaching tools for interactivity/active student response. Further, the course will emphasize strategies for teaching content (math, science, English, and Social Studies) to students with diverse learning needs. Candidates learn the about the University of Kansas Strategic Instruction Model and receive intensive training in the content enhancement series and learning strategies curriculum for students in content classes. Candidates will also

develop skills in the area of creating effective learning environments for diverse populations including the use of peer-mediated instruction in the context of a learning environment designed around the principles of Positive Behavior Support. Finally, candidates would develop content area lessons that integrate the various strategies.

ILLUSTRATIVE COURSE ACTIVITIES

- In class, candidates will be trained in learning strategies from the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will be trained in various content enhancements the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will design accessible, digital materials appropriate for promoting content acquisition
- In class, candidates will examine multiple web-based instructional materials and multimedia
- In the clinical setting, candidates will work one-on-one with an adolescent or pre-adolescent student experiencing difficulty in a content-area class, examine areas weakness, strategy use and co-construct new strategy use.
- In the clinical setting, candidates will collect data to assess the academic performance gains of students using appropriate learning strategies
- In-class, candidates will present a PowerPoint and multimedia presentation to class peers to summarize their content-area unit plan.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Point values are given under Grading Scale below.

- **Formative Assessments:** In lieu of a formal midterm, candidates will be assessed via 10-item quizzes on fundamental content of the course at five points throughout the semester.
- **Discussion Group Participation:** Candidates will meet weekly in professional issues discussion groups based on recommended reading from the instructor. Candidates will demonstrate preparation for group meetings by completing reading logs prior to class meeting.
- **Web-based Learning Modules:** Candidates will complete ten web-based learning modules in a self-paced manner to demonstrate proficiency with course content, the NC Standard Course of Study and general curriculum content (i.e., science, math, social studies, and English).
- **Final Unit Plan: NCDPI Evidences #3, required** (see attached). Candidates will create an Instructional Unit Plan (IUP) designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area.

ADDITIONAL REQUIREMENTS FOR GRADUATE CREDIT (SPED 5279)

- **Learning Strategy Implementation:** Candidates will select one the learning strategies presented in class and complete the full instructional cycle with a small group of students exhibiting significant needs in vocabulary development or reading comprehension. Data will be collected to demonstrate student performance with the strategy.
- **Final Unit Plan Implementation: Co-teaching and UDL.** Candidates will implement their unit plan in a content-area class working with a general education teacher. The student population should include adolescents or pre-adolescents with special needs at the upper elementary, middle, or secondary level. The candidate will co-teach the class and provide effective whole class instruction in a UDL fashion with attention to content enhancements, technology integration, and learning strategies that serve as a foundation for student success in the content area. A final 2-3 page reflective paper will be completed to summarize this activity and the overall success/barriers of the experience.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Textbook

Lenz, B. K., Deshler, D.D., & Kissam, B.R. (2004). *Teaching Content to All: Evidence-based inclusive practices in middle and secondary schools*. Boston: Pearson.

The Council for Exceptional Children. (2005). *Universal Design for Learning: A Guide for Teachers and Education Professionals*. Prentice Hall.

Additional Required Readings

Training Materials Provided in Class for Pre-service Level Training in the Strategic Instruction Model:
University of Kansas Center for Research on Learning. *The Paraphrasing Strategy*
University of Kansas Center for Research on Learning. *The LINC'S Vocabulary Strategy*
University of Kansas Center for Research on Learning. *The Paragraph Writing Strategy*
University of Kansas Center for Research on Learning. *The SLANT Strategy for Classroom Participation*
University of Kansas Center for Research on Learning. *The Test Taking Strategy*

Sample Bibliography

- Boudah, D.J., Schumaker, J.B., & Deshler, D.D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? *Learning Disability Quarterly*, 20 (4), 293-316.
- Boudah, D.J., Lenz, B.K., Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (2000). Content Learning through the Unit Organizer Routine. *Teaching Exceptional Children*, 32 (3), 48-56.
- Coyne, M.D., Kame'enui, E.J., & Carnine, D.W. (2006). *Effective Teaching Strategies that Accommodate Diverse Learners (3rd Edition)*. Prentice Hall.
- Deshler, D.D., & Tollefson, J.M. (2006). Strategic interventions: A research-validated instructional model that makes adolescent literacy a schoolwide priority.
- Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *The Urban Review*, 35(3), 233-252.
- Faggella-Luby, M.N., & Deshler, D.D. (2008). Reading comprehension in adolescents with LD: What we know: What we need to learn. *Learning Disabilities Research & Practice*, 23(2), 70-78.
- Hughes, C.A., & Schumaker, J.B. (1991). Test-taking strategy instruction for adolescents with learning disabilities. *Exceptionality*, 2, 205-221.
- Hock, M.F., Schumaker, J.B., & Deshler, D.D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.
- Lenz, B.K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. *Perspectives*, 24 (3), 16-19.
- Mastropieri, M.A., & Scruggs, T.E. (2006). *The inclusive classroom: Strategies for effective instruction (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Rose, D. & Meyer, A. (2002). *Teaching Every Child in the Digital Age: Universal Design for Learning*. Association for Supervision and Curriculum Development.
- Salend, S. (2005). *Creating Inclusive Classrooms: Effective and reflective practices for all students (5th ed.)*. Upper Saddle River: Pearson Education, Inc.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Alexandria: ASCD Publications.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Standard/Assignment	Point Value
Formative Assessments/Reviews	100 (20 points x 5 in-class assessments)
Discussion Group Participation (Reading logs)	100 (10 points x 10 meetings)
Web Postings	200 (20 points x 10 modules)
UDL, Co-teaching Clinical	100
Final Unit Plan	200
Total Points	700

Point range earned	Grade equivalent
650 – 700	A
600– 749	B
550 –599	C
549 & below	U

- A. **Attendance:** Regular attendance is expected. Attendance will be taken at each class. Students are expected to attend and be prepared for class. If an absence is necessary, it should be cleared with instructor **PRIOR** to class. Students are responsible for making arrangements to receive any information missed and for making up any missed assignments.
 - a. **Tardiness/Leaving Early:** Students are expected to be on time and remain the entire class period. Consistent tardiness may also result in grade reduction since the student will be held accountable for any announcements, date changes, etc. he/she may have missed at the beginning or end of a class session.
- B. **Participation:** Class participation is expected and will be factored into the course grade. Participation requires more than being present in class. Students are expected to work on their own course goals (licensure competencies) and to significantly contribute to their classmates’ achievement of course goals. Absences from class directly affect participation grade, as you cannot effectively participate if you are not present in class. (Homework is included here.)
- C. **Late Assignments:** Students are expected to submit ALL assignments and take quizzes and tests on the established dates. 50% of points will be deducted if assignments are not turned in at stated times (without explicit prior approval from the instructor).
- D. **Professional Dispositions:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of in class behaviors/dispositions that are considered by the instructor to be unprofessional include: a) carrying on side conversations during class instruction and/or while another individual is speaking, b) arriving late to class and disrupting others already engaged in the session’s activities, c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the candidate, and d) demonstrating disrespect towards responses and/or opinions of others in the class. Students demonstrating unprofessional behavior during class sessions may be requested by the instructor to exit the class – allowing his/her peers and the instructor to continue with the class session.
- E. **Cellular Phones and Other Electronic Devices:** All cellular phones and/or other electronic devices are expected to be turned off or on vibrate during class unless a student has an emergency situation in which he or she has informed the instructor prior to the beginning of class.
- F. **Disability Services:** Students with **documented** disabilities who need special accommodations with regard to course work and assignments should inform the instructor at the beginning of the semester.

Communication: You may contact the instructor by email or by telephone. Email will be responded to faster than voicemail. Emails should be written with attention to clarity, professional etiquette, and standard academic language.

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course."

(<http://www.uncc.edu/gradmiss/GraduateCatalog0709.pdf>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105catalog.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student’s work is free from

academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

College of Education Diversity Commitment

Students are responsible to observe the **College of Education Diversity Commitment**

(http://education.uncc.edu/coe/diversity_statement.htm). The College of Education is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Inclement Weather Policy

In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

Course Calendar: Face-to-face

<i>Week:</i>	<i>TOPICS</i>
1	<ul style="list-style-type: none"> • Course overview • Discussion of clinical placement and assignments • Conceptualizing inclusive instruction in middle/secondary content classes (i.e., English, social sciences, natural sciences, mathematics)
2	<ul style="list-style-type: none"> • Discussion of contextual factors in content area instruction for diverse populations; infrastructural limitations of middle and secondary schools for students with special needs • How does the middle/secondary curriculum create barriers for students most in need of effective instruction • Case Study Analysis • Reading Group Meeting 1
3	<ul style="list-style-type: none"> • Universal Design for Learning: Framework for teaching diverse populations • Comparisons to Differentiated Instruction and Strategic Instruction Model • Reading Group Meeting 2
4	<ul style="list-style-type: none"> • Designing Learning Environments in the Upper Grades to Support Students with Special Needs • Peer support strategies • Classwide peer tutoring, cooperative learning, collaborative reading groups • Reading Group Meeting 3
5	<ul style="list-style-type: none"> • Collaborative Instruction • Roles of Special Educators in Co-taught Classrooms • Models of Implementation of Co-teaching • Reading Group Meeting 4
6	<ul style="list-style-type: none"> • Analysis of Curriculum Expansion and Learner Diversity • SMARTER Planning Routine • Reading Group Meeting 5
7	<ul style="list-style-type: none"> • Introduction to the Unit Plan Assignment • The Unit Organizer Routine (KU-CRL) • Reading Group Meeting 6
8	<ul style="list-style-type: none"> • Effective Learning Strategies in Content-area classes • LINC'S Vocabulary Strategy • SLANT Participation Strategy • Review of KU Writing Strategy (Paragraph writing, Theme writing, etc.) • Reading Group Meeting 7
9	<ul style="list-style-type: none"> • Learning Strategy Continued • The Test-taking Strategy • Concept Anchoring Routine • Reading Group Meeting 8
10	<ul style="list-style-type: none"> • Reading Comprehension Support • The KU Paraphrasing Strategy • Reading Group Meeting 9
11	<ul style="list-style-type: none"> • The Instructional Relevance of the SmartBoard (aka Interactive White Board) • Web 2.0 Technologies • Web-based Instructional Resources for Teaching in the Content Areas • Reading Group Meeting 10

12	<ul style="list-style-type: none"> • Technology-supported Literacy in content-area classes • Accessible Materials • Digital books and embedded strategy development • Lab time with technologies (Text-to-speech, etc.)
13	<ul style="list-style-type: none"> • Use of Assistive Technology Devices and software to support students in content classes • Write Out Loud, Auto-completion software, Speech to text supports
14	<ul style="list-style-type: none"> • Draft Unit Review • Unit Development Group Session with Instructor Support
15	<ul style="list-style-type: none"> • Final exam: PowerPoint Presentation of Final Unit Plan to Class

Scheduled and Self-paced Learning Modules Online

<i>Order of Completion</i>	<i>TOPICS</i>
1	<ul style="list-style-type: none"> • Universal Design for Learning • Scheduled Online Quiz
2	<ul style="list-style-type: none"> • Strategic Instruction Model • Scheduled Online Quiz
3	<ul style="list-style-type: none"> • Content Enhancement Routine • Scheduled Online Quiz
4	<ul style="list-style-type: none"> • Learning Strategies Curriculum • Scheduled Online Quiz
5	<ul style="list-style-type: none"> • Differentiated Instruction • Scheduled Online Quiz
6	<ul style="list-style-type: none"> • UDL Web-based Instructional Materials • Self-paced Online Quiz
7	<ul style="list-style-type: none"> • Critical Content in the Natural Sciences • Self-evaluation Quiz
8	<ul style="list-style-type: none"> • Critical Content in mathematics • Self-evaluation Quiz
9	<ul style="list-style-type: none"> • Critical Content in the social sciences (history, geography, economics, political science) • Self-evaluation Quiz •
10	<ul style="list-style-type: none"> • Critical Content in English literature • Self-evaluation Quiz

Expectations for Unit Plan

EE 3 –Unit Plan

SPED 5279: Content Area Instruction for Students with Special Needs

* Graduate students are required to complete certain objectives beyond the undergraduate requirements.

1) **Name of Evidence: Special Education Instructional Unit Plan**

Directions and/or Requirements to be Provided to the Candidates: The Instructional Unit Plan (IUP) is designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area. In designing the IUP, the candidate will draw upon simulated data that intentionally stipulates diverse learner needs, and design lessons that reflect 21st century content, skills, and technology. The candidate will design instruction that uses a variety of research-verified approaches to teaching and learning. More specific to special education teacher-candidates, the purpose of this culminating assignment in one of the required special education methods courses is to give teacher-candidates the opportunity to bring together the various skills and knowledge they have developed over the semester through the design of an instructional unit plan for a content area class (math, science, social studies, English). The unit plan will reflect the candidate's specialized skills relevant to teaching a diverse population of students (e.g., students with disabilities, English language learners, students from high poverty communities) in inclusive general education classrooms (grades 4-12).

Expectations:

1. An introductory plan is to be included. This plan must include the title and goals of the unit (including core content objectives), number of instructional days required to complete the unit and resources required and methods of assessment (formative and summative).
 2. The unit must demonstrate evidence of collaborative instruction (i.e., shared roles, specialized contributions of the special education teacher) and collaborative planning (i.e., co-teaching lesson outline).
 - a. *Graduate Student Expectations: Candidates will implement co-taught lesson in their current teaching placement and present evidence of co-planning via the Co-teaching Lesson Plan (Dieker, 2006).
 3. The Unit Organizer and SMARTER Planning Routines (University of Kansas Center for Research on Learning) must serve as the guiding development process for the unit and include a Unit Organizer form with appropriate graphic organizer, guiding questions, etc.
 4. The unit plan is to consist of 5 lessons.
 5. Each lesson is to follow the standard lesson plan format provided.
 6. Lessons are to be sequential with each lesson building upon the previous.
 7. At least one lesson is also to be connected to core content objectives in another content area (math, science, social studies, etc.) to create an interdisciplinary presentation of content.
 8. Be sure to specifically mention the outcome(s) being addressed from the NCSCOS for each lesson.
 9. Candidates are to plan appropriate lessons based on the student data provided (number of students, grade and proficiency levels, exceptionalities).
 10. The overall unit should reflect an orientation towards Universal Design for Learning (UDL) suggesting that a variety of teaching strategies and instructional materials should be used to meet the needs of learners with diverse needs.
 11. At least one lesson within the instructional unit will be designed to increase students' awareness of the global links to the subject area.
 12. Be sure to integrate some form of relevant instructional technology in the unit plan that enhances accessibility, explicit conceptualization, and/or interactivity in student learning.
 13. Two weeks prior to the due date you are asked to have prepared a draft of the unit plan so that you may share your ideas with your classmates and instructor and receive feedback.
 14. Graduate students will complete a final 2-3 page reflective paper discussing the classroom outcomes of the implementation of their unit plan including unanticipated challenges, positive outcomes, and areas for improvement.
- 3) **How the Evidence Specifically Addresses the Descriptors for which it is Cited:** The Instructional Unit Plan allows the candidate to meet the following descriptors:

1a.2: To use *appropriate data to develop lessons*, candidate will use a model scenario class (e.g., an inclusive general education classroom that includes students with disabilities, English Language learners, students from high-poverty communities) to intentionally design for diversity of the students addressed in the unit.

2b.3: The rubric will assess the degree to which the candidate *plans instruction that demonstrates an understanding of the influence of diversity*.

3a.1. and 3c.1: The lessons within the instructional unit must be *based on the NCSCOS* and must *link to other discipline areas for the grade/subject*.

3c.2: At least one lesson within the instructional unit will be designed to increase students' *awareness of the global links* to the subject area.

3d.1: At least one lesson within the instructional unit will *integrate 21st century skills and content*, such as the integration of digital media and a focus on determining credible information from on-line sources.

4a.1 and 4c.1: In describing the context for the instructional unit, candidates must *identify the skill levels of the students*, and these understandings will be reflected in the lesson plans by describing the use of *a variety of appropriate methods and materials to meet the needs of all students*.

4d.1: The lessons within the unit must clearly show how either medium-level or advanced *technology is integrated with instruction to maximize students' learning*. Instructional technology in the form of computer-based/web-based technologies will emphasize student interactivity (e.g., web 2.0 technologies), explicit conceptualization (e.g., multimedia integration, web applets such as the National Library of Virtual Manipulatives), and accessibility of content (e.g., use of digital materials).

4e.1: The *specific instructional* strategies described in the unit plan will *help students develop critical thinking and problem solving skills*.

4f.1: The instructional strategies in the unit plan will utilize *student learning teams to develop cooperating, collaboration, and student leadership*.

5c.1: The instructional strategies in the unit plan will *use a variety of research-verified approaches to improve teaching and learning*.

4. How the Evidence is/will be Evaluated by the Institution: The IUP will be evaluated by the course instructor using a rubric developed by faculty in the program. Some elements of the rubric will be common to all teacher education programs, while others will be unique to the Special Education program. It is anticipated that the rubric will address the following elements: 1a.2, 2b.3, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1.

Expectations for the Co-teaching and UDL Instruction Clinical

Student

- You must have a clinical setting at the upper elementary level (5th grade) or higher with preference given to middle/secondary settings. The student population should include adolescents or pre-adolescents with special needs.
- Your clinical setting must be a general education content-area classroom in which you will assess the academic setting demands and evaluate areas in which students with special needs will require additional support including specific learning strategies that would support their performance.
- Your first site visit should include a discussion with the supervising teacher about the expectations of your clinical for this course. Next, you must identify 10 days that you can attend this clinical paying careful attention to the final due date of your summary report on this clinical experience.
- You will experience a progression from observer in the classroom to co-teacher of a lesson in the subject area (science, social studies, math or English).

- You will have a defined role in the co-teaching experience that demonstrates the role that a special educator can play in supporting the academic performance of students with special needs.
- Your role as a special education co-teacher should be defined by your observations of the academic setting needs you conducted previously. Your instruction should address knowledge of the content, but with special attention to the integration of multimedia, content enhancements, and integration of learning strategies that support student performance.
- Student comprehension of content knowledge will be assessed to determine impact of modifications to the instruction and long-term implications for redesigning the content instruction in a UDL manner.

A final paper will be completed to summarize this activity and the outcomes of students who participate. The paper should be of professional quality --typed, double-spaced, using APA guidelines (2009).

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Chris O'Brien

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on 2/24/10 by the College Graduate Curriculum Committee
Date

Chair:  _____