

EDUC 364: CURRICULUM AND METHODS FOR TEACHING STUDENTS WITH
DISABILITIES I
3 credits

University of Wisconsin-Stevens Point
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Instructor: Nikki Logan, Ph.D.
Office: CPS 457
Phone Number: (715) 346-2563
Email Address: nlogan@uwsp.edu
Office Hours: Mondays, 2-3pm

Instructor: Rosemary Francis
Office: CPS 455
Phone Number: (715) 346-2840
Email Address: rfrancsi@uwsp.edu
Office Hours: Tuesdays, 12pm-1pm

Lecture: Mondays/Wednesdays, 11:00am-12:15 pm, CCC 234
Prerequisite: Psych 110, Educ 351, Admission to Professional Education

- I. **Purpose and Description of Course:** The purpose of this course is to further develop and discuss the utilization of appropriate classroom procedures, strategies, methods, curriculum, and materials for teaching students with learning, emotional, and intellectual disabilities along with other areas of exceptional educational needs. This course will allow students to research, question, understand and apply methods/strategies from the classroom and readings to individual and group work. The IEP process and writing of student appropriate IEP's will also be presented, reviewed, discussed, and applied in this course. The areas of focus will be to understand how to teach reading, written language, and mathematics to students with exceptionalities.
- II. **Required Textbook:** Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson.
- III. **UWSP School of Education Learning Outcomes:** At the completion of this course, students who have committed to active engagement will be able to
 - Implement teacher-directed instructional activities in a classroom setting with students who have been identified as having diverse learning needs.
 - Adapt an existing lesson plan to meet the diverse developmental needs of described learners.
 - Identify and explain specialized and general reading, writing, and mathematics methods used in inclusive and specialized educational settings.

- Prepare an Individualized Education Program (IEP) for a described student with special learning needs.
- Read and analyze current research and programs in special education.
- Reflect upon outside professional development/engagement in selected field.

IV. InTASC STANDARDS addressed in this course:

Standard #1: LEARNER DEVELOPMENT

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances:

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge:

1(d) The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

Critical Dispositions:

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances:

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge:

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities, and giftedness, and knows how to use strategies and resources to address these needs.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and communities values.

Critical Dispositions:

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

Standard #3: LEARNING ENVIRONMENTS

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Critical Dispositions:

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

Standard #4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances:

- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

Essential Knowledge:

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

Critical Dispositions:

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situation, and ever evolving. S/he keeps abreast of new ideas and understanding in the field.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances:

- 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

Essential Knowledge:

- 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

Critical Dispositions:

- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances:

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g. special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning.

Essential Knowledge:

7(g) The teacher understands content and content standards and how these are organized in the curriculum

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e. g. special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions:

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances:

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

Critical Dispositions:

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

Essential Knowledge:

9(j) the teacher understands laws related to learners' rights and teacher responsibilities (e.g. for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Critical Dispositions:

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

Standard #10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances:

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

V. Cross Categorical Certification Course Objectives:

Philosophical, historical, and legal foundations of special education including:

- The issues related to definitions and identification procedures for students with disabilities including those from culturally and or linguistically diverse backgrounds.

- The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.
- The similarities and differences among all categories of disability, the levels of severity and implications for instruction.
- The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.

Assessment, diagnosis and evaluation including:

- The legal provisions, regulations, and guidelines regarding the use of tests and other evaluation materials.
- The policies and regulations regarding referral, evaluation, and placement procedures for students with disabilities.
- The appropriate application and interpretation of informal tests and other evaluation materials (e. g., teacher-made tests, curriculum based surveys, inventories, observation, interviews).

Instructional content and practice including:

- Learning theory and effective research-based instructional strategy application.
- Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion and test taking skills needed to succeed academically.
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
- Generalization and maintenance of skills across learning environments.
- The development and revision of appropriate individualized education programs.

Planning and managing the teacher and learning environment including:

- Characteristics of environments (e. g., materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.
- Preparing and implementing appropriate lesson plans.

Managing student behavior and social skills interactions including:

- Theories of behavior as they relate to students with disabilities.

Professional and ethical practices including:

- The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.
- Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Engagement in professional activities that may benefit students with disabilities, their families, and/or colleagues.

VI. Common Core Standards to be addressed within this course: As part of the transition to the Common Core Standards, students in this course will become familiar with the content associated with the standards for English Language Arts and Mathematics as well as the Common Core Essential Elements, specifically

http://standards.dpi.wi.gov/stn_ccss

Reading Literature, Reading Informational Text, and Foundational Skills

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Mathematics

- Operations and Algebraic Thinking
- Numbers and Operations in Base Ten
- Measurement Data
- Geometry
- Statistics and Probability

Common Core Essential Elements

http://sped.dpi.wi.gov/sped_assmt-extstd

VII. Americans with Disabilities Act

- a. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- b. If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- c. If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

VIII. Special Notes

- a. UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of resources for all students and instructors. UWSP provides resources about [academic](#), [behavioral](#), and [conduct](#) concerns.

IX. Academic Integrity

- i. As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- ii. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the [UWSP "Student Academic Disciplinary Procedures," Chapter 14.](#)
- iii. UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement

whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

X. Religious Accommodations

- a. Relief from any academic requirement due to religious beliefs will be accommodated according to the [UWSP Religious Beliefs Accommodations Policy](#).

XI. Special Notes

- a. Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- b. EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

XII. Late Work Policy:

- a. Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 24 hours of the due date will be downgraded 10% from the earned grade. Assignments turned in after 24 hours of the due date will earn zero points. Email me before an assignment is due if you need an extension on an assignment.

XIII. Course Expectations: All students should

- a. Complete the assigned readings before participating in the activities corresponding to the chapters.
- b. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- c. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- d. Conduct yourself as a professional educator should conduct him/herself.
- e. Use “people first” language in all interactions.
- f. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- g. Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- h. Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- i. Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- j. All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.

- k. Make an appointment to discuss questions regarding grades/other concerns with me privately.
- l. Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- m. Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

XIV. Assignments

The course requirements are designed to help you foster proficiencies for successful teaching of students with disabilities, as aligned with the InTASC Model Core Teaching Standards. This course should also strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside of class is strongly encouraged. Complete instructions for assignments are available on Canvas.

- 1) Attendance & Participation: Attend class regularly and be on time. Email me if missing a class. **You are allowed two absences without penalty.** For every third absence (“excused” or “unexcused”-I do not differentiate between the two), students’ final grade will be lowered 5% (for example, 95% to 90% for 3 absences; 95% to 85% for 6 absences). Participate in class discussions/activities/workshops. Active participation in class and group activities is an important part of the learning process and development of educational professionalism. You are expected to read the assigned material before each class: you will frequently be asked to discuss reading material and complete formative activities.
- 2) Practicum: Complete 15 hours of practicum under the direct supervision of a special education teacher in which you observe reading, writing, and/or mathematics instruction. Your grade for this assignment depends on verification of hours, a completed rating from your cooperating teacher, and a practicum reflection paper. Practicum must be successfully completed to pass this class. You will sign up for a practicum with the Nekoosa School District, which will occur every other Friday, during the first week of class. The dates for Spring 2019 are as follows: Group A: February 1, February 22, March 15, April 12, May 3; Group B: February 15, March 8, April 5, April 26, and May 10.
- 3) Chapter Assignments: Complete assignments to assess and deepen your understanding of topics in each textbook chapter. These assignments include discussion board posts, reading responses, journal article reviews, and practical reflections. **Choose 10 out of 11 to complete.** If you complete 11, I will drop the lowest score. (I will not give extra credit if you complete 11.)
- 4) edTPA Assignment
 - a. Lesson Plan: With a partner, complete a lesson plan that demonstrates appropriate instructional methods, materials, and modifications for students with

exceptionalities. This lesson plan will be aligned with the Common Core State Standards, InTASC Model Teaching Standards, and the edTPA.

- b. Planning, Instruction, and Assessment Commentaries: With the same partner with whom you worked on the Lesson Plan, complete the edTPA planning, instruction, and assessment commentaries. The planning, instruction, and assessment commentaries must align with your lesson plan. The three commentaries will be scored using the edTPA rubrics.
- 5) Teaching Method Assignment: Research and create a presentation based on your assigned teaching method. Present the information to the class on the assigned date. As an active participant in class, you will take notes on your classmates' presentations.
 - 6) Professional Engagement Activities: Attend two Professional Engagement Activities. Upon completion, obtain the event organizer's signature, summarize the event, and answer additional reflection questions.
 - 7) ePortfolio: Upload to your ePortfolio the Lesson Plan (under your chosen standard) and your practicum evaluation form (on the credentials tab).
 - 8) Final Exam: Write and submit to Canvas a final exam including your philosophy of special education, self-reflection of your development this semester, and areas of interest in special education.

XV. Grading

ASSIGNMENT	POINTS POSSIBLE	EARNED SCORE
Attendance & Participation	To maintain grade	
Vocabulary/Acronym Activity	10	
Exceptionalities Presentation	10	
Chapter Assignments (choose 10 out of 11 to complete)	195-205 (Chapters 1, 2, 3, 6, 9 = 20 points each Chapters 4, 5, 8 = 15 points each Chapter 7, 10, 11 = 25 points each)	
edTPA Assignment: Lesson Plan	13	
edTPA Assignment: Planning Commentary	13 (+ possible extra credit)	
edTPA Assignment: Instruction Commentary	13 (+ possible extra credit)	
edTPA Assignment: Assessment Commentary	13 (+ possible extra credit)	
Teaching Method Presentation	15	
Practicum Assignment: Evaluation Form	10	
Practicum Assignment: Log	10	

Practicum Assignment: Paper	19	
Professional Engagement Activities	20 (2 x 10 points each)	
ePortfolio	8	
Final Exam	20	
Total	349-375	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63% & Below	F
79-77%	C+		

XVI. Tentative Schedule:

DATE	TOPICS	ASSIGNMENTS
January 23	1. Syllabus/Course Requirements 2. Introductions 3. Vocabulary/Acronym Activity Sign Up 4. Practicum Sign Up	
January 27		
January 28	1. Exceptionalities Presentations 2. Vocabulary/Acronym Pre-Test 3. Teaching Method Presentation Sign Up	<input type="checkbox"/> Give Exceptionality Presentation in Class
January 30	1. Vocabulary/Acronym Activity 2. Adaptations for Students with Disabilities	
February 3		<input type="checkbox"/> Read Chapter 1: Monitoring and Teaching for Understanding <input type="checkbox"/> Chapter 1 Assignment: Submit Chapter 1 Reading Response to the DropBox
February 4	1. Vocabulary/Acronym Activity 2. Chapter 1: Monitoring and Teaching for Understanding	<input type="checkbox"/> Bring book to class.
February 6	1. ALEKS Teaching Method Presentation 2. What is the edTPA? 3. Review edTPA Assignment 4. UWSP Special Education Lesson Plan MEET IN CCC 307	
February		<input type="checkbox"/> Read Chapter 2: Approaches to

10		Learning and Teaching <input type="checkbox"/> Chapter 2 Assignment: Complete Chapter 2 Discussion Board Assignment (START THIS BEFORE SUNDAY NIGHT)
February 11	1. Vocabulary/Acronym Activity 2. Chapter 2: Approaches to Learning and Teaching	<input type="checkbox"/> Bring book to class.
February 13	1. Orton Gillingham Teaching Method Presentation 2. Lesson Plan Work Time MEET IN CCC 307	
February 17		<input type="checkbox"/> Watch RtI Videos <input type="checkbox"/> Submit Chapter 3 Assignment Q/As to DropBox
February 18	1. Vocabulary/Acronym Activity 2. Chapter 3: Response to Intervention and Multi-Tier System of Support	<input type="checkbox"/> Bring a printout of your 5 Questions/Answers & 1 Extra Q with you to class <input type="checkbox"/> Bring book to class
February 20	1. Wilson Reading System Teaching Method Presentation 2. edTPA: Planning Commentary MEET IN CCC 307	
February 24		<input type="checkbox"/> Read Chapter 4: Managing Behavior <input type="checkbox"/> Chapter 4 Assignment: Submit Practical Reflection: Chapter 4 to the Discussion Board
February 25	1. Vocabulary/Acronym Activity 2. Chapter 4: Managing Behavior	<input type="checkbox"/> Bring book to class.
February 27	1. SRA Corrective Reading Teaching Method Presentation 2. Planning Commentary Work Time MEET IN CCC 307	
March 3		<input type="checkbox"/> Read Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families <input type="checkbox"/> Chapter 5 Assignment: Submit Practical Reflection: Chapter 5 to the Discussion Board
March 4	1. Vocabulary/Acronym Activity 2. Chapter 5: Co-Teaching and Collaborating: Working with	<input type="checkbox"/> Bring book to class.

	Professionals and Families	
March 6	1. Edmark Reading Teaching Method Presentation 2. Planning Commentary Work Time MEET IN CAC 301	
March 10		<input type="checkbox"/> Read Chapter 6: Assessing and Teaching Oral Language <input type="checkbox"/> Chapter 6 Assignment: Submit Chapter 6 Reading Response to the DropBox
March 11	1. Vocabulary/Acronym Activity 2. Chapter 6: Assessing and Teaching Oral Language	<input type="checkbox"/> Bring book to class.
March 13	1. Read Naturally Teaching Method Presentation 2. edTPA: Instruction Commentary Meet in CAC 301	
March 17		
Spring Break		
March 24		<input type="checkbox"/> edTPA Lesson Plan and Planning Commentary due to DropBox
March 25	1. No In-Person Meeting 2. Meet with your partner to teach your edTPA lesson	
March 27	1. Words Their Way Teaching Method Presentation 2. Revisit UWSP Teacher Dispositions & Process 3. Instruction Commentary Work Time Meet in CCC 307	
March 31		<input type="checkbox"/> Optional: Read Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition <input type="checkbox"/> Chapter 7 Assignment: Journal Article Review - Reading to the DropBox
April 1	1. Vocabulary/Acronym Activity 2. Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition	<input type="checkbox"/> Bring book to class.
April 3	1. Read 180 Teaching Method Presentation	

	2. Instruction Commentary Work Time MEET IN CAC 301	
April 7		<input type="checkbox"/> Read Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension <input type="checkbox"/> Chapter 8 Assignment: Submit Practical Reflection: Chapter 8 to the Discussion Board
April 8	1. Vocabulary/Acronym Activity 2. Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension	<input type="checkbox"/> Bring book to class.
April 10	1. Vocabulary/Acronym Activity 2. Lucy Calkins Units of Study- Writing Teaching Method Presentation 3. edTPA: Assessment Commentary MEET IN CCC 307	
April 14		<input type="checkbox"/> edTPA Instruction Commentary due to DropBox <input type="checkbox"/> Read Chapter 9: Assessing and Teaching Writing and Spelling <input type="checkbox"/> Chapter 9 Assignment: Complete Chapter 9 Discussion Board Assignment (START THIS BEFORE SUNDAY NIGHT)
April 15	1. Vocabulary/Acronym Activity 2. Chapter 9: Assessing and Teaching Writing and Spelling	
April 17	1. LLI Fountas & Pinnell (Leveled Literacy Intervention) Teaching Method Presentation 2. Assessment Commentary Work Time MEET IN CCC 307	
April 21		<input type="checkbox"/> Optional: Read Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary <input type="checkbox"/> Chapter 10 Assignment: Journal Article Review - Writing DropBox
April 22	1. WI Act 125: Seclusion and Restraint Online Class (located on the Discussion Board) due at 11:59pm	
April 24	2. Vocabulary/Acronym Activity 3. Chapter 10: Assessing and Teaching	<input type="checkbox"/> Bring book to class.

	Content Area Learning and Vocabulary	
April 28		<input type="checkbox"/> Chapter 11: View a webinar that interests you: http://www.edweek.org/ew/webinars/math-webinars.html (Note: As you read through the titles and summaries notice that View this on-demand webinar now. means you can still watch the webinar - you will need to choose one that says this. You will be required to submit some basic information before gaining access to the webinar.) <input type="checkbox"/> Chapter 11 Assignment: Journal Article Review - Math DropBox
April 29	<ol style="list-style-type: none"> 1. Vocabulary/Acronym Activity 2. Chapter 11: Assessing and Teaching Mathematics 	<input type="checkbox"/> Bring book to class.
May 1	<ol style="list-style-type: none"> 1. SRA Real Math Teaching Method Presentation 2. Assessment Commentary Work Time MEET IN CCC 307 	
May 5		<input type="checkbox"/> Professional Engagement Activity Forms <input type="checkbox"/> edTPA Assessment Commentary <input type="checkbox"/> Peer/Self Evaluation due to DropBox
May 6	<ol style="list-style-type: none"> 1. Vocabulary/Acronym Activity 2. Math Expressions Teaching Method Presentation 3. My Sidewalks on Reading Street Teaching Method Presentation 4. Vocabulary/Acronym Activity 5. Moving with Math Teaching Method Presentation 6. Teaching Method Presentation 	
May 8	<ol style="list-style-type: none"> 1. Special Education Licensure Discussion/Q&A 2. Vocabulary/Acronym Post-Test 	
May 12		<input type="checkbox"/> ePortfolio

		<input type="checkbox"/> Practicum Assignment
No in-person meeting during our final exam time (Wednesday, May 15, 2019, 12:30pm-2:30pm)		<input type="checkbox"/> Final Exam due to Canvas Wednesday, May 15, 2019, 12:30pm-2:30pm