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

University of Wisconsin-Stevens Point
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Office Hours:	By Appointment
Lecture:	Online: May 28, 2019-July 19, 2019
Prerequisite:	Educ 351 or Educ 551

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

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 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. (2014). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson.

III. **Required Readings:** Required readings that supplement the textbook will be posted online. The student are expected to read all required readings prior to the respective activities. Activities will be based in part on the required reading.

IV. **Special Notes**

● 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 expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Additional information about the UWSP Community Rights and Responsibilities can be found at: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf

● 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.

V.   **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.
- Read and analyze current research and programs in special education.
- Reflect upon outside professional development/engagement in selected field.

VI.   **Wisconsin Administrative Code/PI 34**

PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

VII.   **InTASC Model Core Teaching Standards Addressed in this Course**

The objectives of this course follow the InTASC Model Core Standards as defined by the Department of Public Instruction and the Council for Exceptional Children Content Guidelines.

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.

VIII. 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.

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

X. **Academic Expectations and Standards**
   a. Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

XI. **Course Structure**
   a. This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

XII. Netiquette

    a. Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

    b. Working as a community of learners, we can build a polite and respectful course community.

    c. The following netiquette tips will enhance the learning experience for everyone in the course:

- ➢ Do not dominate any discussion.
- ➢ Give other students the opportunity to join in the discussion.
- ➢ Do not use offensive language. Present ideas appropriately.
- ➢ Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- ➢ Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- ➢ Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- ➢ Never make fun of someone's ability to read or write.
- ➢ Share tips with other students.
- ➢ Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- ➢ Think and edit before you push the "Send" button.
- ➢ Do not hesitate to ask for feedback.
- ➢ Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

XIII. Expected Instructor Response Times

    a. I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 48 hours please resend your email.

    b. I will attempt to reply to and assess student discussion posts within 3 days of discussions closing.

    c. I will attempt to grade written work within 3 days, however longer written assignments may take me longer to read and assess.

XIV. Course Technology Requirements

    a. Minimum recommended computer and internet configurations for online courses can be found here.

    b. You will also need access to the following tools to participate in this course.

        o   webcam

o   microphone

o   a stable internet connection (don't rely on cellular)

XV.   **Technical Assistance**
   a. If you need technical assistance at any time during the course or to report a problem with Canvas you can:
      i. Seek assistance from the IT Service Desk (Formerly HELP Desk)
         1. IT Service Desk Phone: 715-346-4357 (HELP)
         2. IT Service Desk Email: techhelp@uwsp.edu

XVI.   **Student Expectations**
   a. Complete the assigned readings before participating in the activities corresponding to the chapters.
   b. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
   c. Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
   d. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
   e. Conduct yourself as a professional educator should conduct him/herself.
   f. Use "people first" language in all interactions.
   g. Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
   h. Make an appointment to discuss questions regarding grades/other concerns with me privately.
   i. Understand and display growth and development of the UWSP "Teacher Dispositions."

XVII.   **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 three days of the due date will be downgraded 10% from the earned grade. Assignments turned in after three days of the due date will earn zero points. Please ask before the assignment is due if you need an extension.

XVIII. **Attendance Policy**
   a. In this course you should 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 class is strongly encouraged. All students are expected to read the assigned material before completing class activities. Accommodations can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).

XIX.   **Viewing Grades/Feedback in Canvas**

a. Points you receive for graded activities will be posted to the Canvas Grade Book or in the DropBox. Email me if you do not see your assignment grades within 4-5 days of submitting the assignment.

XX. **Building Rapport**
a. If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

XXl. **Understand When You May Drop This Course**
a. It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XXll. **Incomplete Policy**
a. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XXIII. **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/default.aspx

XXIV. Academic Integrity

    a. 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.

    b. 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 Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11

    c. 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.

XXV. Religious Observances
   a. Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. MOre information can be found at: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41

XXVI. School of Education Policies
   a. 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.
   b. Practicum must be successfully completed to pass this class.
   c. Every SOE course requires an artifact to be placed in the student's ePortfolio. The artifact for EDUC 364/EDUC 764 is the Special Education Lesson Plan.

XXVII.   Assignments
The course requirements are designed to help you foster proficiencies for successful teaching as stated in 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. Complete instructions for assignments are available on Canvas.

XXVIII.   Grading

ASSIGNMENT	POINTS POSSIBLE	POINTS EARNED
Module 1	5	
Module 2	25	
Module 3	25	
Module 4	25	
Module 5	22	
Module 6	30	
Module 7	20	
Module 8: Midterm Paper	40	
Module 9	25	
Module 10	20	
Module 11	20	
Module 12	20	
Module 13	20	
Module 14	20	
Module 15	10	
Module 15: Practicum Evaluation Form	10	
Module 15: Practicum Time Log	10	
Module 15: Practicum Reflection Paper	20	

Module 16: Final Exam Teaching Methods Paper	25	
Module 16: ePortfolio Assignment	8	
edTPA Assignment: Lesson Plan	13	
edTPA Assignment: Context for Learning	5	
edTPA Assignment: Planning Commentary	13 (+ possible extra credit)	
edTPA Assignment: Instruction Commentary	13 (+ possible extra credit)	
edTPA Assignment: Assessment Commentary	13 (+ possible extra credit)	
Undergraduate Total	**457**	

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+		

XXIX. Tentative Schedule:

WEEK (with link to google doc, info also available on Canvas)	DATES	MODULE	TOPICS
Week 1	May 28-May 31 (due on June 1)	1	● Welcome/Introductions
		2	● Exceptionalities Review
Week 2	June 1-June 7	3	● Chapter 1: Monitoring and Teaching for Understanding
		4	● Chapter 2: Approaches to Learning and Teaching
Week 3	June 8-June 14	5	● Chapter 3: Response to Intervention and Multi-Tier System of Supports
		6	● Chapter 4: Managing Behavior

Week 4	June 15-June 21	7	● Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families
		8	● Midterm: Curriculum and Methods Research Paper
Week 5	June 22- June 28	9	● Chapter 6: Assessing and Teaching Oral Language
		10	● Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition
Week 6	June 29-July 5	11	● Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension
		12	● Chapter 9: Assessing and Teaching Writing and Spelling
Week 7	July 6- July 12	13	● Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary
		14	● Chapter 11: Assessing and Teaching Mathematics
Week 8	July 13-July 19	15	● Seclusion and Restraint ● Final edTPA Assignment due ● Practicum Assignment Due
		16	● Final Exam: Teaching Methods Paper ● ePortfolio due