

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

University of Wisconsin-Stevens Point
Spring 2020

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Office Hours: Mondays 2:30-3:30pm

Lecture: Mondays/Wednesdays, 11:00am-12:15 pm, CPS 228
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 IEPs 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
 1. Implement teacher-directed instructional activities in a classroom setting with students who have been identified as having diverse learning needs.
 2. Adapt an existing lesson plan to meet the diverse developmental needs of described learners.
 3. Identify and explain specialized and general reading, writing, and mathematics methods used in inclusive and specialized educational settings.
 4. Prepare an Individualized Education Program (IEP) for a described student with special learning needs.
 5. Read and analyze current research and programs in special education.
 6. Reflect upon outside professional development/engagement in selected field.

- IV. **Academic Expectations and Standards:** 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.
- V. **Special Notes**
- o 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>
 - o 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.
- VI. **Wisconsin Administrative Code/PI 34**
- o 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:** The objectives of this course follow the InTASC Model Core Standards as defined by the Department of Public Instruction.

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. Council for Exceptional Children Standards: 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 Initial Educator Standards.

- a. CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- b. CEC Standard 3 - Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- c. CEC Standard 5 - Instructional Planning & Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

IX. Course Structure

- a. This course will be delivered in a face-to-face method and 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.

X. 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/>.

XI. Communicating with your Instructor

- You can reach me via:
 - Email is the quickest way to reach me at: nlogan@uwsp.edu
 - Call my office at any time (715-346-2563). Leave a voicemail if I do not answer.
 - Skype Videoconference is also available by request.
- Communicate Clearly: Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

XII. Technology Guidelines:

- a. **Technology Access:** You will need access to the following tools to participate in this course: video recording device, audio recording device, and a stable internet connection (don't rely on cellular).

- b. **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- c. **Participation with Online Tools:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

XIII. Inclusivity Statement

- a. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
- b. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

XIV. Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Albertson Hall, ext 3568			
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- a. **UWSP Service Desk:** The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).
 - b. **Care Team:** The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).
- XV. Understand When You May Drop This Course:** 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.
- XVI. Incomplete Policy:** 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
- XVII. Equal Access for Students with Disabilities**
- a. UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.
 - b. If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

XVIII. Academic Integrity

- a.** Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

- b.** Student Academic Disciplinary Procedure:

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.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

- XIX. Confidentiality:** Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.
- XX. Religious Beliefs Accommodation:** It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
 - a. There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
 - b. You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
 - c. Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
 - d. Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
 - e. You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.
- XXI. Absences due to Military Service:** As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.
- XXII. Viewing Grades/Feedback in Canvas:** Points you receive for graded activities will be posted to the Canvas Gradebook. Email me if you do not see your assignment grades within 2 weeks of submitting the assignment.
- XXIII. Building Rapport:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me 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 I can help you find a solution.
- XXIV. Other Campus Policies**

- a. **FERPA:** The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
- b. **Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).
- c. **Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.
- d. **Drug Free Schools and Communities Act:** The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)
- e. **Copyright infringement:** This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

XXV. 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.

XXVI. Student 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.) I will deduct points for use of cell phones, texting, talking, sleeping, and leaving early, etc. Be always mindful of the UW-Stevens Point Professional Education Program Teacher Candidate Dispositions.
- c. You are welcome to take notes and participate in in-class activities on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.
- d. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- 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. 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.”](#)

XXVII. School of Education Policies: 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.

XXVIII. Course Requirements: The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the above outlined standards and student learning outcomes. *Please note that the following are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages. In other words, failure to complete any of the following assignments will result in course failure: Exceptionalities Presentation, Teaching Methods Assignment, Mock edTPA, Practicum Hours Log or Evaluation Form, and Practicum Reflection Paper.* **Do not submit google doc links for your assignments.**

1) Attendance

- a. 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. Collaboration with your peers outside of class is strongly encouraged.
 - a. You are required to attend all scheduled class sessions and be on time. Attendance refers not only to physical presence, but also active mental engagement, participation, and professional demeanor.
 - b. **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). 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.
 - c. Accommodations can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave). If you will be missing class due to a UWSP-related event, before your absence you must request an alternative assignment you can complete and hand in or your absence will count as one of your four unpenalized ones .
 - d. Email me if you will be missing a class. If you leave class early or arrive late, you may lose points. Please communicate with me if you have continued extenuating circumstances.
 - i. Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation.” Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
 - i. Attend all your classes regularly. We do not have a system of permitted "cuts."
 - ii. If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

- iii. During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- iv. If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- v. If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- vi. If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- vii. If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- viii. If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

2. **Participation:** Students will earn participation points for in-class activities. I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me before class if there is a reason that you will need to have your cellphone visible during class. Accommodations allowing students to earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave).

2) **Practicum:** Between Educ 356 and Educ 364 you are required to complete 5 full days 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 second week of class.

- a. You should anticipate your practicum taking place on either February 7, February 28, April 3, April 24, and May 8; OR February 21, March 13 (the day before

UWSP's spring break), April 17, and May 1, and May 15 (the last day of final exam week).

- 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, a webinar, and practical reflections. Complete each of these by the deadline.
- 4) **Mock edTPA:**
 - 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 or write a paper based on your assigned teaching method. Present the information to the class on the assigned date or submit the paper to Canvas. As an active participant in class, you will take notes on your classmates' researched teaching method.
- 6) Final Exam: Write and submit a final exam including your philosophy of special education, self-reflection of your development this semester, and areas of interest in special education.

XXIX. Grading

ASSIGNMENT	POINTS POSSIBLE	EARNED SCORE
Participation	29 (1 point x 29 classes)	
Vocabulary/Acronym Activity	10	
Exceptionalities Presentation	10	
Chapter Assignments (do all of them)	185 (Chapters 1, 2, 3, 6 = 20 points each Chapters 4, 8, 11 = 15 points each Chapter 7, 10 = 25 points each)	
Mock edTPA: Lesson Plan	13	
Mock edTPA: Planning Commentary	13 (+ possible extra credit)	

Mock edTPA: Instruction Commentary	13 (+ possible extra credit)	
Mock edTPA: Assessment Commentary	13 (+ possible extra credit)	
Teaching Method Assignment	15	
Practicum Assignment: Evaluation Form	10	
Practicum Assignment: Log	10	
Practicum Assignment: Paper	21	
Final Exam	20	
Total	362	

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+		

XXX. Tentative Schedule:

DATE	TOPICS	ASSIGNMENTS
January 22	1. Syllabus/Course Requirements 2. Introductions 3. Vocabulary/Acronym Pre-Test	
January 26		
January 27	1. Vocabulary/Acronym Activity Sign Up 2. Teaching Method Presentation Sign Up 3. Exceptionalities Presentations	<input type="checkbox"/> Give Exceptionality Presentation in Class
January 29	1. Chapter 1: Monitoring and Teaching for Understanding	<input type="checkbox"/> Bring book to class.
February 2		<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 3	1. Practicum Sign Up 2. Vocabulary/Acronym Activity 3. Adaptations for Students with Disabilities	
February 5	1. Teaching Method Presentation 2. Lesson Planning	

February 9		<input type="checkbox"/> Read Chapter 2: Approaches to Learning and Teaching <input type="checkbox"/> Chapter 2 Assignment: Complete Chapter 2 Discussion Board Assignment (START THIS BEFORE SUNDAY NIGHT)
February 10	1. Vocabulary/Acronym Activity 2. Chapter 2: Approaches to Learning and Teaching	<input type="checkbox"/> Bring book to class.
February 12	1. Teaching Method Presentation 2. Lesson Planning	
February 16		<input type="checkbox"/> Watch RtI Videos <input type="checkbox"/> Submit Chapter 3 Assignment Q/As to DropBox <input type="checkbox"/> Optional: Read Chapter 3: Response to Intervention and Multi-Tier System of Support
February 17	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 a printout of the conversation guide for your RtI part. <input type="checkbox"/> Bring book to class
February 19	1. Teaching Method Presentation 2. What is the edTPA? 3. Review edTPA Assignment 4. Introduction: UWSP Special Education Lesson Plan	<input type="checkbox"/> Bring laptop to class
February 23		<input type="checkbox"/> Read Chapter 4: Managing Behavior <input type="checkbox"/> Chapter 4 Assignment: Submit Practical Reflection: Chapter 4 to the Discussion Board
February 24	1. Vocabulary/Acronym Activity 2. Chapter 4: Managing Behavior	<input type="checkbox"/> Bring book to class.
February 26	1. Vocabulary/Acronym Activity 2. Lesson Plan Work Time	<input type="checkbox"/> Bring laptop to class
March 1		<input type="checkbox"/> edTPA Lesson Plan due to DropBox <input type="checkbox"/> Read Chapter 5: Co-Teaching and Collaborating: Working

		with Professionals and Families
March 2	1. Vocabulary/Acronym Activity 2. Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families	<input type="checkbox"/> Bring book to class.
March 4	1. Teaching Method Presentation 2. Introduction: edTPA: Planning Commentary	<input type="checkbox"/> Bring laptop to class
March 8		<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 9	1. Vocabulary/Acronym Activity 2. Chapter 6: Assessing and Teaching Oral Language	<input type="checkbox"/> Bring book to class.
March 11	1. Vocabulary/Acronym Activity 2. Planning Commentary Work Time	<input type="checkbox"/> Bring laptop to class
March 15		<input type="checkbox"/> edTPA Planning Commentary due to DropBox
Spring Break		
March 22		<input type="checkbox"/> Teaching Method Papers Due to Discussion Board (no assignment due if you are giving a teaching method presentation)
March 23	1. Meet with your partner to teach your edTPA lesson (No Formal In-Class Meeting)	
March 25	1. Teaching Method Presentation 2. Revisit UWSP Teacher Dispositions & Process 3. Teaching Method Paper Read Through	<input type="checkbox"/> Bring laptop to class
March 29		<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
March 30	1. Vocabulary/Acronym Activity	<input type="checkbox"/> Bring book to class.

	2. Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition	
April 1	1. Teaching Method Presentation 2. Introduction: edTPA: Instruction Commentary	<input type="checkbox"/> Bring laptop to class
April 5		<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 6	1. Vocabulary/Acronym Activity 2. Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension	<input type="checkbox"/> Bring book to class.
April 8	1. Vocabulary/Acronym Activity 2. Instruction Commentary Work Time	<input type="checkbox"/> Bring laptop to class
April 12		<input type="checkbox"/> edTPA Instruction Commentary due to DropBox <input type="checkbox"/> Read Chapter 9: Assessing and Teaching Writing and Spelling
April 13	1. WI Act 125: Seclusion and Restraint Online Class (located on the Discussion Board) due at 11:59pm today	
April 15	1. Vocabulary/Acronym Activity 2. Chapter 9: Assessing and Teaching Writing and Spelling	<input type="checkbox"/> Bring book to class.
April 19		<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 20	1. Vocabulary/Acronym Activity 2. Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary	<input type="checkbox"/> Bring book to class.
April 22	1. Teaching Method Presentation 2. Introduction: edTPA: Assessment Commentary	<input type="checkbox"/> Bring laptop to class
April 26		<input type="checkbox"/> Chapter 11 Assignment: Journal Article Review - Math DropBox

		<input type="checkbox"/> Optional: Read Chapter 11: Assessing and Teaching Mathematics
April 27	1. Vocabulary/Acronym Activity 2. Chapter 11: Assessing and Teaching Mathematics	<input type="checkbox"/> Bring book to class.
April 29	1. Vocabulary/Acronym Activity 2. Assessment Commentary Work Time	<input type="checkbox"/> Bring laptop to class
May 3		<input type="checkbox"/> edTPA Assessment Commentary due to DropBox <input type="checkbox"/> Peer/Self Evaluation due to DropBox
May 4	1. Write down questions to ask Maggie 2. Special Education Licensure Discussion/Q&A with Maggie 11:15-12:15	
May 6	1. Vocabulary/Acronym Activity 2. Vocabulary/Acronym Activity 3. Vocabulary/Acronym Post-Test	
May 10		<input type="checkbox"/> Practicum Assignment (Hours Log, Evaluation Form, Reflection Paper)
Final Exam Monday, May 11, 2020, 8:00am-10:00am		