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| Course Name and Number: SPED3010 Instructional Strategies: Moderate to Intense | |
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| Description: This course provides teacher candidates with an overview of the instructional strategies necessary to teach students with moderate to intense disabilities. Teacher candidates understand how students differ in their approaches and responses to learning and create instructional opportunities that are adapted to diverse learners. | |
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| Credit Hours: 3 semester hours  Required or elective: Required | |
| Faculty members who teach the course: Elective | |
| Prerequisites: Admission to the special education licensure cohort OR permission of the instructor | |
| Textbooks: None | |
| Other resource materials: Course reading posted on Blackboard  Additional materials needed include the following:   * Video recording device * Printed copies of necessary assessment scoring sheets * Materials deemed necessary for tutoring | |
| Learning Outcome:  How is this outcome assessed? | |
| 1.   Compare information from previous courses to select and conduct a variety of assessments based on the needs of each individual learner.  Case study part 1 (performance assessment) | |
| 2.   Utilize knowledge from previous courses to analyze assessment data to develop individualized instructional goals that align each learners unique needs  Case study part 1 | |
| 3.   Plan and deliver systematic instruction based on an understanding of how students think and learn, and connect to relevant life experiences and career opportunities.  Case study part 2 (performance assessment) | |
| 4.   Design highly structured learning environments that are safe and supportive, motivate students to learn, provide opportunities for independent and small group instruction, and incorporate evidence based practices  Case study part 2 | |
| 5.   Prepare learners to be independent, contributing community members.  Case study 1, 2 | |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is *to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction*. This course supports the transformative initiative by   * Embedding methods courses in schools and better integrating methods courses with field experiences * Adding more and earlier field experiences * Implementation of research-based strategies * Reflection | |
| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: Candidates of the University of Cincinnati are *committed, caring, competent educators*   * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism | |
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| **Alignment with Specialized Program Association:** | |
| **\*Note: SPED 3009 is the foundation of this course. While this course does not specifically address the standards from SPED 3009 (e.g., standard 7), it incorporates these standards and requires participants to produce assignments based on these standards. Additionally, this course is cotaught with SPED 3012 and the assignments in this course draw on the standards taught in SPED 3012 (e.g., standard 6: language)**  **Standard #4: Instructional Strategies**  CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the  individual with exceptional learning needs.  C4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.  CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, selfreliance, and self-esteem.  CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.  EC4S1 Use instructional practices based on knowledge of the child, family, community, and the curriculum.  EC4S2 Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.  **Standard #5: Learning Environments and Social Interactions**  CC5K1 Demands of learning environments.  CC5S3 Identify supports needed for integration into various program placements.  CC5S4 Design learning environments that encourage active participation in individual and group activities.  CC5S5 Modify the learning environment to manage behaviors.  CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.  CC5S9 Create an environment that encourages self-advocacy and increased independence.  CC5S12 Design and manage daily routines.  CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.  CC5S16 Use universal precautions.  EC5S1 Implement nutrition plans and feeding strategies. (as appropriate)  EC5S4 Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and  technology, including adaptive and assistive technology.  **Standard #6: Language**  CC7S5 Use task analysis.  **Standard #8: Assessment**  CC8S2 Administer nonbiased formal and informal assessments.  CC8S3 Use technology to conduct assessments.  CC8S4 Develop or modify individualized assessment strategies.  CC8S5 Interpret information from formal and informal assessments.  CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.  **Standard #9: Professional and Ethical Practice**  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of  individuals with exceptional learning needs.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S9 Conduct self-evaluation of instruction.  **Standard #10: Collaboration**  CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities. | |
| **Alignment with Ohio Standards for the Teaching Profession:** | |
| Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.  Teachers expect that all students will achieve to their full potential.  Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.  Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  Teachers connect content to relevant life experiences and career opportunities.  Teachers select, develop and use a variety of diagnostic, formative and summative assessments.  Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  Teachers collaborate and communicate student progress with students, parents and colleagues.  Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  Teachers apply knowledge of how students think and learn to instructional design and delivery.  Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  Teachers use resources effectively, including technology, to enhance student learning.  Teachers create an environment that is physically and emotionally safe.  Teachers motivate students to work productively and assume responsibility for their own learning.  Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  Teachers maintain an environment that is conducive to learning for all students.  Teachers communicate clearly and effectively. | |
| **Alignment with State Requirements:** | |
| **NA** | |
| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
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| **Electronic Communication Policy;** | |
| Participants are responsible for checking Blackboard and email on a regular basis.  Digital communication tools (i.e., email, IM/Skype, etc.) are valued forms of communication. Students are encouraged to utilize these forms of communication when interacting with the instructor. **When using these forms of communication students are to be professional and remember the proper way to communicate with faculty**. Furthermore, students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired it may not always be possible (especially late at night and on weekends). **Students should allow a minimum of 24 hours (on weekdays; 48 hours weekends) for a response to take place. *Generally, students will not receive responses on weekends or holidays.*** The instructor will answer emails in the timeliest fashion possible.  **University policy requires students to use their UC email account for course-based and university business.** | |
| **Grading:** | |
| Grading Scale - Undergraduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00  Grading Scale - Graduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00  **Incomplete Course (receiving an “I”) :** All course assignment must be completed to receive a passing grade. An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. As per university policy, after one year an "I" grade turns into an "F" grade; upon changing an “I” to an “F” there is no opportunity to change the grade. Furthermore, as per program policy, until converted into a satisfactory letter grade, students with an “F” in any course will be unable to participate in a program sponsored internship experience. | |
| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
| 1 | \*Note: this course meets on the first day of the quarter for a day long workshop on structured teaching    Introductions and overview |
| 2 | Literacy and communication assessment |
| 3 | Communication |
| 4 | Communication |
| 5 | Basics of organizing one on one instruction |
| 6 | Basics of organizing one on one instruction |
| 7 | Reading |
| 8 | Writing |
| 9 | Word study |
| 10 | Math |
| 11 | Other evidence based strategies |
| 12 | Other evidence based strategies |
| 13 | Other evidence based strategies |
| 14 | Other evidence based strategies |