

EDUCATION 790, SECTION 88: ANALYSIS AND IMPROVEMENT OF
EDUCATIONAL PROGRAMS - CROSS CATEGORICAL SPECIAL EDUCATION
ADD-ON LICENSURE
2 credits

University of Wisconsin-Stevens Point
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Office Hours: by appointment
Lecture: Online, 6/26/17-7/21/17
Prerequisite: None

- I. **Purpose of the Course:** This course is for a Cross Categorical Add-on to your special education license. In order to add Cross-Categorical, you **MUST** first have a specialty license in EBD, LD or CD. The Cross Categorical Add-on will qualify you to teach students with mild to moderate disabilities in the categories you do not have a specialty license. Your original specialty license qualifies you to teach students with mild to severe disabilities.
- II. **Description of Course:** This online course will prepare and assess currently licensed special education teachers for the instruction of students within the cross categorical category. A teacher of cross categorical licensure must be skilled in teaching and addressing the needs of students with mild learning disabilities, mild intellectual disabilities and mild emotional and behavioral disorders. Students will read and reflect on seminal articles related to current topics in cross categorical special education. They will also complete two lesson plan projects demonstrating their competence for planning instruction and intervention for the three disability categories as well as demonstrating their understanding of the difference between the needs of the three different categories.
- III. **Required Readings:** There is no required textbook for this course. The required readings will be posted on the content page of D2L.
- IV. **Course Objectives:** Students participating in this course will:
 1. Identify characteristics of students with mild learning disabilities, emotional behavioral disabilities and cognitive/intellectual disabilities.
 2. Clearly define the similarities and differences for the three common mild disability categories.
 3. Adapt general education lesson plans for students with mild disabilities.
 4. Describe and identify teaching strategies and adaptations to support

- students with mild disabilities in general and special education.
5. Describe in detail specific evidence-based intervention methods.
 6. Engage in discussion and reflection regarding current issues in the field of cross categorical special education.

V. InTASC Model Core Teaching Standards Addressed in This Course:

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

- 1a. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needed in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

- 1d. 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.
- 1e. 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.
- 1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1g. the teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Critical Dispositions

- 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1i. The teacher is committed to using learners' strengths as a basis for growth, and their misconception as opportunities for learning.
- 1j. The teacher takes responsibility for promoting learner growth and development.
- 1k. The teacher values the input and contributions of families, colleagues, and other professionals in understands 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

2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and need and create opportunities for students to demonstrate their learning different ways.

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

2c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Essential Knowledge

2g. 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.

2h. 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.

Critical Dispositions

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

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the 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

7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7e. 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.

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

Essential Knowledge

7g. The teacher understands content and content standards and how these are organized in

the curriculum.

7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

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

7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7k. 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.

7l. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7m. 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 specialist, community organizations).

Critical Dispositions

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

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

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

8b. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in responses to student learning needs.

8c. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8e. The teacher provides multiple models and representation of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8f. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

Essential Knowledge

8k. The teacher knows how to apply a range of developmentally, culturally, and

linguistically appropriate instructional strategies to achieve learning goals.

8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

Critical Dispositions

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

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.

Performance

10a. 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 .

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

10i. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

Essential Knowledge

10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Critical Dispositions

10r. The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning.

VI. 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. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- 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: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR->

[2010/rightsChap14.pdf](#)

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, visit: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

VII. Course Expectations

All students should

- a. Submit all assignments by the posted due date at midnight to the appropriate location (ie: dropbox, discussion board, etc), as stated in the module description. Late assignments will not be accepted without prior approval
- b. Complete the assigned readings before participating in class activities.
- c. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- 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 themselves 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. Discuss questions with the instructor by emailing. Contact Dr. Logan with any questions related to clarifying instructions for assignments, etc. This is an online course and there are sure to be some unclear expectations. So...please ask.
- i. Be self-motivated and invested in learning; independent; and resourceful
- j. Ask questions as needed
- k. All work submitted and communication professionally executed
- l. Demonstrate high levels of thinking (synthesis and evaluation)
- m. Submit thorough and comprehensive products; no 'Rush' jobs
- n. Check UWSP email on a regular basis during this course.

In this course, you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your participation is essential.

VIII. Assignments

The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards.

1. Modules: Students will be required to complete activities that correspond to various course learning objectives. These activities can be found on the Module Description under the Content tab on D2L. There are a total of 5 modules; each is worth 5 points.
2. Major Assignments: Students will be required to complete 2 major assignments (A: Learning Strategy Description; and B: Accommodated Lesson Plans) aligned with course learning objectives. Points vary and are stated on the assignment descriptions.

Personal Grade Tracker

Assignment	Points Possible	Points Earned
Module 1: Introductions WI DPI Website Exploration	5	
Module 2: Strategies	5 3	
Module 3: Person-First Language	5 3	
Module 4: Paraeducators	5 3	
Module 5: Co-Teaching	5 3	
Dispositions Self-Assessment	8	
Major Assignment A: Evidence-Based Learning Strategy	3 x 15 points each = 45 points	
Major Assignment B: Accommodated Lesson Plan	2 x 20 points each = 40 points	
Total	110	

Grading Scale

100% -96% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+	59% & below = F
	84%-86% = B	74%-76% = C	64%-66% = D	
90%-95% = A-	80%-83% = B-	70%-73% = C-	60%-63%	

Tentative Schedule:

Date	Topic
June 30	Module 1: Introductions WI DPI Website Exploration
July 2	Module 2: Strategies (Turn this into the D2L Discussion Board. No response posts required.)

July 5	Major Assignment A: Evidence-Based Learning Strategy #1
July 7	Module 3: Person-First Language (Turn this into the D2L Discussion Board. No response posts required.)
July 9	Major Assignment A: Evidence-Based Learning Strategy #2
July 11	Module 4: Paraeducators (Turn this into the D2L Discussion Board. No response posts required.)
July 13	Major Assignment A: Evidence-Based Learning Strategy #3
July 15	Major Assignment B: Accommodated Lesson Plan #1
July 17	Module 5: Co-Teaching (Turn this into the D2L Discussion Board. No response posts required.)
July 19	Major Assignment B: Accommodated Lesson Plan #2
July 21	Dispositions Self-Assessment (Turn this into the D2L DropBox.)