

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

University of Wisconsin-Stevens Point
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Office Hours: Wednesdays, 11:00am-12:00pm
Lecture: Mondays/Wednesdays, 2-3:15 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 cognitive disabilities along with other areas of exceptional educational needs. This course will allow students to research, question, understand and apply methods/strategies from the classroom and readings to individual and group work. The IEP process and writing of student appropriate IEP's will also be presented, reviewed, discussed, and applied in this course. The areas of focus will be to understand how to teach reading, written language, and mathematics to students with exceptionalities.
- II. **Required Textbook:** Vaughn, S., & Bos, C.S. (2014). *Strategies for teaching students with learning and behavior problems*. Pearson.
- III. **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/>.
- Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.
- Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- 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.

IV. UWSP School of Education Learning Outcomes: At the completion of this course, students who have committed to active engagement will be able to

- Implement teacher-directed instructional activities in a classroom setting with students who have been identified as having diverse learning needs.
- Adapt an existing lesson plan to meet the diverse developmental needs of described learners.
- Identify and explain specialized and general reading, writing, and mathematics methods used in inclusive and specialized educational settings.
- Prepare an Individualized Education Program (IEP) for a described student with special learning needs.
- Read and analyze current research and programs in special education.
- Reflect upon outside professional development/engagement in selected field.

V. InTASC STANDARDS addressed in this course:

Standard #1: LEARNER DEVELOPMENT

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

Performances:

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

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

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

Essential Knowledge:

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

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

Critical Dispositions:

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

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

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

Standard #2: LEARNING DIFFERENCES

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

Performances:

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

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

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

Essential Knowledge:

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

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

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

Critical Dispositions:

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

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

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

Standard #3: LEARNING ENVIRONMENTS

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

Critical Dispositions:

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

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

Standard #4: CONTENT KNOWLEDGE

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

Performances:

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

Essential Knowledge:

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

Critical Dispositions:

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situation, and ever evolving. S/he keeps abreast of new ideas and understanding in the field.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: APPLICATION OF CONTENT

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

Performances:

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

Essential Knowledge:

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

Critical Dispositions:

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

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

Standard #7: PLANNING FOR INSTRUCTION

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

Performances:

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

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

Essential Knowledge:

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

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

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

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

Critical Dispositions:

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

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

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

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

Standard #8: INSTRUCTIONAL STRATEGIES

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

Performances:

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

Critical Dispositions:

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

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

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

Standard #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

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

Essential Knowledge:

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

Critical Dispositions:

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

Standard #10: LEADERSHIP AND COLLABORATION

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

Performances:

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibly 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.

VI. 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. (Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignments 6, 7.)
- 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. (Sessions 1, 2, 3, 4, 5, 6, 7. Assignments 1, 3.)
- The similarities and differences among all categories of disability, the levels of severity and implications for instruction. (Sessions 1, 2, 3, 4, 5, 6, 7. Assignment 3.)
- The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities. Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignment 3.)

Assessment, diagnosis and evaluation including:

- The legal provisions, regulations, and guidelines regarding the use of tests and other evaluation materials. (Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignment 6, 7.)
- The policies and regulations regarding referral, evaluation, and placement procedures for students with disabilities. (Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignments 5, 6, 7.)
- The appropriate application and interpretation of informal tests and other evaluation materials (e. g., teacher-made tests, curriculum based surveys, inventories, observation, interviews). (Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignments 6, 7.)

Instructional content and practice including:

- Learning theory and effective research-based instructional strategy application. (Sessions 1, 2, 3, 4, 5, 6, 7, 8. Assignments 2, 4, 5, 9.)
- 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. (Sessions 1, 2, 3, 4, 5, 6, 7, 8, 14. Assignments 1, 2, 4, 5, 8, 9.)
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments. (Sessions 1, 2, 3, 4, 5. Assignments 3, 9.)
- Generalization and maintenance of skills across learning environments. (Sessions 1, 2, 3, 4, 5. Assignment 3.)
- The development and revision of appropriate individualized education programs. (Sessions 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14. Assignments 6, 7.)

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. (Sessions 1, 2, 3, 4, 5. Assignment 3.)
- Preparing and implementing appropriate lesson plans. Sessions, 1, 2, 3, 4, 5. Assignments 1, 3, 9.)

Managing student behavior and social skills interactions including:

- Theories of behavior as they relate to students with disabilities. (Sessions, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. Assignments 1, 8.)

Professional and ethical practices including:

- The Council for Exceptional Children (CEC) and other professional standards and codes of ethics. (Sessions 6, 7, 8, 14. Assignment 2.)
- Consumer and professional organizations, publications, and journals relevant to individuals with disabilities. Sessions 6, 7, 8, 14. Assignments 2, 4.)
- Engagement in professional activities that may benefit students with disabilities, their families, and/or colleagues. (Sessions 6, 7, 8. Assignment 8.)

VII. Common Core Standards to be addressed within this course: As part of the transition to the Common Core Standards, students in this course will become

familiar with the content associated with the standards for English Language Arts and Mathematics as well as the Common Core Essential Elements, specifically

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

Reading Literature, Reading Informational Text, and Foundational Skills

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

Writing

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

Mathematics

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

Common Core Essential Elements

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

VIII. Course Expectations: All students should

- Apply high levels of scholarship and ethics.
- Prepare for each class by reading the assigned materials prior to each class period and completing all assignments on time.
- Type all written assignments using double-spaced 12 pt font. Arial font is preferred. Use “people first” language. Use proper spelling and grammar. Proofread work before submitting it for a grade. There will be deductions on written assignments for failure to use proper spelling and grammar.
- 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.
- Discuss questions regarding grades with the instructor privately.
- Conduct yourself as a professional educator should conduct him/herself.

IX. 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.
- Practicum must be successfully completed to pass this class.
- Every SOE course requires an artifact to be placed in the student’s ePortfolio.

X. 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. Collaboration with your peers outside of class is strongly encouraged. Complete instructions for assignments are available on D2L.

- 1) Attendance & Participation: Attend class regularly and be on time. Email me if missing a class. You are allowed two absences without penalty. After each subsequent absence (3rd, 4th, 5th, etc.), I will lower your final grade one letter grade. Participate in class discussions/activities/workshops. Active participation in class and group activities is an important part of the learning process and development of educational professionalism. You are expected to read the assigned material before each class: students will frequently be asked to discuss reading material and complete formative activities.
- 2) Group Participation: Function as an effective group member in groups to which you are assigned throughout the semester. You will evaluate your own level of effective group interaction. Additionally, your peers will evaluate your level of effective group interaction. (8 points total; 4 points Lesson Plan Assignment, 4 points Teaching Methods Assignment)
- 3) Practicum: Complete 15 hours of practicum in an inclusive setting in which you observe reading, writing, and mathematics instruction. Your grade for this assignment depends on the verification, a completed rating from your cooperating teacher, and a practicum reflection paper. (100 points total; Hourly Log – 25 pts, Evaluation completed and signed by cooperating teacher – 25 pts, Reflection Paper – 50 pts)
- 4) Reading Responses: Complete Reading Responses 1, 2, 3, 4, 5, & 6 - each pertains to a different textbook chapter. Upload each to the corresponding D2L folder. (120 points total; 20 pts each)
- 5) edTPA Assignment
 - a. Lesson Plan: With a partner, complete a lesson plan that demonstrates appropriate instructional methods, materials, and modifications for students with exceptionalities. This lesson plan will be aligned with the Common Core State Standards, InTASC Model Teaching Standards, and the edTPA. (30 Points)
 - 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 and instruction commentaries must align with your lesson plan. Using Pearson edTPA rubrics, you will score a Special Education assessment commentary previously submitted to Pearson. The Planning and Instruction Commentaries will be scored using the edTPA rubrics. (26 points total -13 points each commentary; 5 points total for the Assessment Commentary - 1 point for each complete rubric)

- 6) Teaching Method Assignment: Research and write a summary of your assigned teaching method. Present the information to the class on the assigned date. As an active participant in class, you will fill out a form evaluating your peers' presentations. (Points TBD)
- 7) Article Reviews: Review three scholarly journal articles. Read and complete a literature review/analysis of three empirical articles from current journals relating to curriculum and instruction for students with the disability label that you are minoring in. If your minor is intellectual disabilities, all of your journal articles need to review curriculum and instruction for students with intellectual disabilities. Journal Article 1 - Reading; Journal Article 2 - Writing; Journal Article 3 - Math. (45 pts; 15 pts each)
- 8) Professional Engagement Activities: Attend two Professional Engagement Activities. A listing of appropriate activities can be found on D2L. A sign off sheet and further directions can be found on D2L. (20 pts; 10 pts each)
- 9) ePortfolio: Upload to your portfolio the Lesson Plan (your chosen standard) and your practicum evaluation form (credentials tab). Additional directions can be found on D2L. (8 pts)
- 10) Final Exam: Write and submit to the D2L DropBox a final exam including a self-evaluation. (20 pts)

XI. Grading

ASSIGNMENT	POINTS POSSIBLE	SCORE
Attendance & Participation	To maintain grade	
Exceptionalities Presentation	10	
Group Participation - Lesson Plan Assignment	4	
Group Participation - Teaching Method Assignment	4	
Practicum Assignment: Evaluation Form	25	
Practicum Assignment: Log	25	
Practicum Assignment: Paper	50	
Reading Responses	120 (6 x 20 points each)	
Lesson Plan	30	
Lesson Plan Rationale: Planning Commentary	13	
Lesson Plan Rationale: Instruction Commentary	13	
Lesson Plan Rationale: Assessment Commentary	5	
Teaching Method Presentation	9	
Teaching Method Paper	15	
Professional Engagement Activities	20	
ePortfolio	8	
Final Exam	20	

Total	371	
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Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	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+		

XII. Tentative Schedule:

	TOPICS	ASSIGNMENTS
January 23 AND January 25	ONLINE CLASSES 1. MisUnderstood Minds Video Assignment due January 29, 11:59pm (Can be found on D2L Discussion Board) – counts toward participation/attendance points and absences	
		<input type="checkbox"/> MisUnderstood Minds Video Assignment due January 29, 11:59pm (Can be found on D2L Discussion Board) – counts toward participation/attendance points and absences
January 30	ONLINE CLASS 1. Educating Peter and Graduating Peter Online Class Assignment due February 26, 11:59pm (Can be found on D2L Discussion Board) – counts toward participation/attendance points and absences	
February 1	1. Syllabus/Course Requirements 2. Introductions 3. Journal Article Review Assignment	
		<input type="checkbox"/> Journal Article 1 due February 5, 11:59pm Assignment directions can be found here: https://docs.google.com/document/d/1z8f8S7iW49Op7lw-

		y96UCiAjeciSkc8X69H93ZkrrfpU/edit?usp=sharing
February 6	MEET IN COMPUTER LAB: SCI-B238 (WEST) 1. Exceptionalities Presentation Work Time	
February 8	1. Exceptionalities Presentations	<input type="checkbox"/> Exceptionalities Presentation Due In Class
		<input type="checkbox"/> Read Chapter 1: Monitoring and Teaching for Understanding due February 12, 11:59pm <input type="checkbox"/> Reading Response 1 due February 12, 11:59pm
February 13	1. Adaptations for Students with Disabilities	
February 15	1. Chapter 1: Monitoring and Teaching for Understanding	
		<input type="checkbox"/> Read Chapter 2: Approaches to Learning and Teaching due February 19, 11:59pm <input type="checkbox"/> Reading Response 2 due February 19, 11:59pm
February 20	1. Chapter 2: Approaches to Learning and Teaching	
February 22	1. Lesson Planning - UWSP Special Education Lesson Plan	
		<input type="checkbox"/> Journal Article 2 due February 26, 11:59pm <input type="checkbox"/> Educating Peter and Graduating Peter Online Class Assignment due February 26, 11:59pm (Can be found on D2L Discussion Board) – counts toward participation/attendance points and absences (only have to do this once)
February 27	1. Lesson Planning - UWSP Special Education Lesson Plan	
March 1	1. Lesson Plan Rationale - Planning Commentary	
		<input type="checkbox"/> Read Chapter 3: Response to Intervention and Multi-Tier System of Supports due March 5, 11:59pm <input type="checkbox"/> Reading Response 3 due March 5, 11:59pm

March 6	1. Lesson Plan Rationale - Instruction Commentary	
March 8	1. Chapter 3: Response to Intervention and Multi-Tier System of Supports	
		<input type="checkbox"/> Lesson Plan due March 12, 11:59pm
March 13	1. Chapter 4: Managing Behavior	<input type="checkbox"/> Read Chapter 4: Managing Behavior due March 13
March 15	MEET IN COMPUTER LAB: CPS 107 1. Teaching Methods Presentation Assignment Introduction 2. Teaching Methods Presentation Work Time	
		<input type="checkbox"/> Planning Commentary due March 19, 11:59pm
Spring Break		
		<input type="checkbox"/> Read Chapter 6: Assessing and Teaching Oral Language due March 26, 11:59pm <input type="checkbox"/> Reading Response 4 due March 26, 11:59pm
March 27	1. Chapter 6: Assessing and Teaching Oral Language	
March 29	1. Teaching Methods Presentations a. Read 180 2. IEP Goals - General 3. Accommodations - General	
		<input type="checkbox"/> Instruction Commentary due April 2, 11:59pm
April 3	1. Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition	<input type="checkbox"/> Read Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition due April 3
April 5	1. Lesson Plan Rationale - Assessment Commentary	<input type="checkbox"/> Bring an electronic or hard copy of the Assessment Commentary Rubrics to class.
		<input type="checkbox"/> Assessment Commentary Rubrics due April 9, 11:59pm <input type="checkbox"/> Peer/Self Evaluation due April 9, 11:59pm
April 10	1. Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension	<input type="checkbox"/> Read Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension due April 10

April 12	<ol style="list-style-type: none"> 1. Teaching Methods Presentations <ol style="list-style-type: none"> a. SRA Reading Mastery 2. IEP Goals - Reading 3. IEP Reading Accommodations 	
		<input type="checkbox"/> Journal Article 3 due April 16, 11:59pm
April 17	ONLINE CLASS <ol style="list-style-type: none"> 1. WI Act 125: Seclusion and Restraint Online Class Assignment due April 19, 1:59pm 	
April 19	<ol style="list-style-type: none"> 1. Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families 	<input type="checkbox"/> Read Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families due April 19 <input type="checkbox"/> WI Act 125: Seclusion and Restraint Online Class Assignment due April 19, 1:59pm
		<input type="checkbox"/> Read Chapter 9: Assessing and Teaching Writing and Spelling due April 23, 11:59pm <input type="checkbox"/> Reading Response 5 due April 23, 11:59pm
April 24	<ol style="list-style-type: none"> 1. Chapter 9: Assessing and Teaching Writing and Spelling 	
April 26	<ol style="list-style-type: none"> 1. Teaching Methods Presentations <ol style="list-style-type: none"> a. LLI Fountas & Pinnell (Leveled Literacy Intervention) 2. IEP Goals - Writing 3. IEP Writing Accommodations 	
		<input type="checkbox"/> Read Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary due April 30, 11:59pm <input type="checkbox"/> Reading Response 6 due April 30, 2:00pm
May 1	<ol style="list-style-type: none"> 1. Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary 	
May 3	<ol style="list-style-type: none"> 1. Teaching Methods Presentations <ol style="list-style-type: none"> a. Read Naturally 2. Final Assignments <ol style="list-style-type: none"> a. Practicum Assignment b. ePortfolio c. Final Exam 	

		<input type="checkbox"/> Professional Engagement Activity Forms due May 7, 11:59pm <input type="checkbox"/> ePortfolio due May 7, 11:59pm
May 8	1. Chapter 11: Assessing and Teaching Mathematics	<input type="checkbox"/> Read Chapter 11: Assessing and Teaching Mathematics due May 8
May 10	1. Teaching Methods Presentations <ul style="list-style-type: none"> a. Building Blocks for Math (SRA Real Math) 2. IEP Goals - Math 3. IEP Math Accommodations 4. Course Evaluations	
		<input type="checkbox"/> Practicum Assignment due May 14, 11:59pm <input type="checkbox"/> Final Exam due May 14, 11:59pm
No in-person meeting during our final exam time (Tuesday, May 16, 8:00-10:00am)		