I. COURSE DESCRIPTION
This course provides an introduction and demonstration of specific skills necessary for teaching the exceptional child.

II. RATIONALE
SPED 4325 is a special education delivery system concentration course for Special Education Certification as required by the State of Texas. It will include an introduction of and demonstration of specific skills necessary for teaching the exceptional student.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs and interests of students, then plans, implements, and assesses instruction using technology and other resources.
3. Equity in Excellence for All Learners: The teacher responds appropriately to all diverse groups of learners.

IV. TExES COMPETENCIES/STUDENT LEARNING OUTCOMES
Students in the EC-12 Special Education program will:
- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
  (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
  (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher;
  (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
- effectively apply the competencies of a special education teacher in their student teaching experience.
  (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335,
For TExES click on the following buttons:
- Review the test strategies listed at the beginning of the test.
- Take the sample test, review the answers, re-take the test
- www.sbec.state.tx.us/
- “standards & testing” (menu bar on left side of screen)
- “study guides and preparation manuals”
- “TExES”
- Field 161: Special Education EC-12 (for students seeking initial certification)
- Field 163: Special Education Supplemental (for students already certified in another area, seeking additional certification in Special Education)

IV. (cont.) Council for Exceptional Children: Initial Level Content Standards
Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs
- enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
- promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
- emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
- are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
- match communication methods to an individual’s language proficiency and cultural and linguistic differences
- provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
• modify instructional plans based on ongoing analysis of the individual’s learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:
• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress

Special educators understand:
• legal policies and ethical principles of measurement
• measurement theory and practices
• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:
• to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.
V. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

- Identify public laws pertaining to serving individuals with disabilities, and describe their guidelines for implementation
- Identify factors relating to learning problems
- Identify and describe three screening devices for detection of learning problems
- Describe how to use diagnostic information to plan an initial remedial strategy
- Develop instructional goals and objectives as performance of specific tasks
- Individualized educational program (IEP) plan implementation for students with exceptional needs
- Use task analysis strategies in planning and implementing instruction
- Identify and describe teaching strategies for remediating oral language problems
- Identify and describe teaching strategies for remediating reading problems
- Identify and describe teaching strategies for remediating written language problems
- Identify and describe teaching strategies for remediating computational problems
- Identify and describe teaching strategies for teaching science and social studies to students with learning problems
- Describe strategies for the development of independent life and social skills
- Plan different classroom environments for students with exceptional needs
- Modify materials for students with exceptional needs
- Describe different programs for delivering services to students with exceptional problems: Self contained, Resource, Content Mastery, Consultation, and Collaborative Models

VI. COURSE TOPICS
The major topics to be considered are:

- Public Law for Special Education
- Learner centered assessment and diagnosis
- Instructional goals and objectives
- Basic teaching strategies
- Cooperative Learning
- Task analysis
- Oral language teaching strategies
- Written language teaching strategies
- Reading teaching strategies
- Computation teaching strategies
- Content teaching strategies
- Strategies for development of life and social skills
- Adaptive physical education
- Classroom environments
- Modification of materials
- Consultation
- Collaboration
- Different delivery models

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:

- Lecture and discussion
- Action research
- Simulations
- Demonstrations
- Assessment Previews
- Community Resource People
- Transition
- Cooperative Groups
- Videos/multi-media
- Small Group Work/Activities
- Presentation of Individual and Group Work
VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

☐ Spread the Word Project 100 points

☐ Writing Assignment (Descriptive) 100 points

☐ Guided Reading Lesson Plans (3 days) 300 points

☐ In-class Activities supporting course content (4 for 25 points each) 100 points

☐ Math Assignment/s 100 points
  • Teach DOOF & MOOF to student/s and submit supporting evidence from the lessons (minimum 2) (50 points)
  • Writing in Math Class (2 lessons) (50 points)

☐ Class Participation 100 points

☐ Textbook Reading Assignment 200 points

TOTAL 1000 points

Grade Schedule

1000–900 = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F
IX. TENTATIVE COURSE SCHEDULE AND POLICIES

Class policies
The student is expected to:

1. Be prompt and attend class. **Your grade will be lowered** by one letter for each class missed after one absence. **Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of record.**

2. Be responsible for any materials missed if absent (Get the phone numbers of two peers during first week of class.) When you do miss class, call two peers before contacting professor about material missed.

3. All written work should be typewritten, with the exception of math assignments; no handwritten work will be accepts. **Late work will automatically lose 10% daily after the due date.** Schedule your time to meet deadlines!

4. **Professional conduct will be expected of you during class time!** Participate positively with cooperative learning groups as well as in class discussion and activities. Put forth honest effort in group work with peers. Negative anonymous peer reports regarding your effort put forth during independent cooperative group projects will negatively affect your grade by as much as 50%. **Excessive private discussion during lecture is disruptive and will not be tolerated and, if not corrected immediately, will negatively affect your grade.** The instructor will stop class to deal with excessive private discussion as it occurs. If you find that you are a person who talks excessively to your peers during class lecture and other activities where this is inappropriate, please elect to move and don’t sit by your friend. Notes being passed from student to student during class time will be intercepted and kept by instructor. Professional conduct will be required and greatly appreciated.

5. **All cell phones** will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

X. TEXTBOOK


REQUIRED READING
Students will purchase a packet of miscellaneous topics related to reading instruction.

XI. COURSE POLICIES

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Friday November 4, 2011** is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*

**XI. BIBLIOGRAPHY**
Course content is supported by the following:


Continued:


OBSERVATIONAL CHECKLIST: LESSON PLAN

Behavioral Objective:

1. ANTICIPATORY SET
   ________ Focus students
   ________ State objective – What …
   ________ Establish purpose – Why …

2. INSTRUCTION
   a. Provide Information
      ________ Explain concept
      ________ State definitions *
      ________ Identify critical attributes *
      ________ Provide examples *
      ________ Model

   b. Check for Understanding
      ________ Pose key questions
      ________ Ask students to explain concept, definitions, attributes in their own words *
      ________ Have students discriminate between examples and non-examples *
      ________ Encourage students to generate their own examples *
      ________ Use active participation devices

3. GUIDED PRACTICE
   ________ Initiate practice activities which are under direct teacher supervision
   ________ Elicit overt response that demonstrates behavior in objective
   ________ Continue to check for understanding
   ________ Provide specific knowledge of results
   ________ Provide close monitoring

4. CLOSURE
   ________ Make final assessment to determine if students have met objective
   ________ Have each student perform behavior on his own

5. INDEPENDENT PRACTICE
   ________ Have students continue to practice on their own
   ________ Provide knowledge of results

* These items are particularly critical when teaching an abstract concept, e.g., democracy. They may not be relevant/appropriate when teaching a practice-oriented concept, e.g., capital letters.
Textbook Reading Assignment

Four Types of Questions:
Right There, Pulling It Together, Author and Me, and On My Own

Chapter One: Planning and Teaching for Understanding
1. Catch Your Thoughts!

2. Four Types of Questions!

   Right There Question:
   Provide: Question, Answer and Page Number Reference

   Pulling It Together Question:
   Provide: Question, Answer and Page Number Reference

   Author and Me Question:
   Provide: Question, Answer and Page Number Reference

   On My Own Question:
   Provide: Question, Answer and Page Number Reference

Chapter Two: Approaches to Learning and Teaching
1. Catch Your Thoughts!

2. Four Types of Questions!

   Right There Question:
   Provide: Question, Answer and Page Number Reference

   Pulling It Together Question:
   Provide: Question, Answer and Page Number Reference

   Author and Me Question:
   Provide: Question, Answer and Page Number Reference

   On My Own Question:
   Provide: Question, Answer and Page Number Reference

Chapter Three: Response to Intervention
1. Catch Your Thoughts!

2. Four Types of Questions!
Chapter Four: Promoting Social Acceptance and Managing Behavior
1. Catch Your Thoughts!

2. Four Types of Questions!
  Right There Question:
  Provide: Question, Answer and Page Number Reference

  Pulling It Together Question:
  Provide: Question, Answer and Page Number Reference

  Author and Me Question:
  Provide: Question, Answer and Page Number Reference

  On My Own Question:
  Provide: Question, Answer and Page Number Reference

Chapter Five: Communicating, Collaborating, and Coteaching: Working with Professionals and Families
1. Catch Your Thoughts!

2. Four Types of Questions!
  Right There Question:
  Provide: Question, Answer and Page Number Reference

  Pulling It Together Question:
  Provide: Question, Answer and Page Number Reference

  Author and Me Question:
  Provide: Question, Answer and Page Number Reference

  On My Own Question:
  Provide: Question, Answer and Page Number Reference
Chapter Six: Assessing and Teaching Oral Language
Journal, Highlight, Catch Your Thoughts!

Chapter Seven: Assessing and Teaching Reading: Phonological Awareness, the Alphabetic Principle, Phonics and Word Recognition
Journal, Highlight, Catch Your Thoughts!

Chapter Eight: Assessing and Teaching Reading: Fluency and Comprehension
Journal, Highlight, Catch Your Thoughts!

Chapter Nine: Assessing and Teaching Writing and Spelling
Journal, Highlight, Catch Your Thoughts!

Chapter Ten: Assessing and Teaching Content Area Learning and Vocabulary Instruction
Journal, Highlight, Catch Your Thoughts!

Chapter Eleven: Assessing and Teaching Mathematics
Journal, Highlight, Catch Your Thoughts!

Chapter Twelve: Transition Planning Process
Journal, Highlight, Catch Your Thoughts!
SPED 4325 TEACHING STRATEGIES FOR EXCEPTIONAL STUDENTS

Narrative Writing: Assignment for Future Reference

Group/Partner Writing Assignment

Write a children’s story for the grade level you would like to teach!

You will be able to save this story example to use in your teaching assignment!

Select a Story Starter from:

*The Mysteries of Harris Burdick* by Chris Van Allsburg (Portfolio Edition)

Complete a Story Web incorporating the following formula into your pre-writing plan:

**Characters**
- Establish a main character for your story
- Think of 3 words to describe the character’s physical features
- Think of 3 words to describe the character’s personality

**Setting**
- Select for setting a location you would least expect to find the character

**Problem**
- What is the problem? (Note: If you do this orally with the whole class, have students brainstorm a number of problems and let them vote.)

**Action**
- What are the main character and the supporting characters doing?

**Solution**
- Try to solve the problem 3 different ways, the first two attempts must fail, the third attempt must succeed.
- *Important!* Use the character’s traits to help solve the problem.

**Teachers:** Use MODEL LEAD TEST progression to teach this formula. Orally practice this formula in a large group a number of times before expecting students to use it on their own.
Spread-The-Word Project

Purpose
To spread the word about special education or one exceptionality to an individual or group of people in a palatable/creative manner.

Procedure
1. Decide upon the recipient(s) of your material, presentation, etc. Who needs to know about special education?
2. Decide on the content you want to get across. What do they want to know?
3. Decide upon a creative way to “package” your message. Now’s your chance to do something fun and practical!
4. Jot down your ideas on a note to me as soon as you’ve made the above decisions. All plans must be approved – this can be done by telephone or in writing.

Directions
1. All projects must have a stated purpose that describes the significance of what you are trying to do.
2. All projects must include a description of the population you plan to influence, how to get them together, duration of session, etc.
3. Projects must be completed for immediate use; this may include overheads, posters, and special materials. Among others.

Evaluation
The following general criteria will be used to evaluate the project:
- Creativeness of idea or project
- Accuracy of isolated content
- Depth of development of project
- Quality of materials developed
- Significant impact of the project
Evaluation of this project is based upon the following criteria:

- Creativeness of the idea and/or project 10 points ______
- Accuracy of the particular concept/idea 20 points ______
- Depth of development or completeness of project 20 points ______
- Quality of materials developed (neatness, clarity, etc.) 15 points ______
- Significance of the project’s impact 15 points ______
- Presentation style 20 points ______

Total 100 points ______

Comments: ____________________________________________

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TENTATIVE COURSE OUTLINE AND ASSIGNMENTS
Wednesday Schedule

August 24 Introductions/Overview of Course Requirements
Topic: The Context of Special Education
Reading Assignment: Chapters 1 & 2

August 31 Planning and Delivering Service
Learning Theories that Drive Instruction

Begin Topic: Frameworks:
Four Blocks and Balanced Literacy
for Reading and Writing Instruction
Reading Assignment: Chapters 3 & 4

September 7 Topic: Frameworks:
Four Blocks and Balanced Literacy
for Reading and Writing Instruction

Begin Writing Instruction
Activity: Descriptive Writing
Reading Assignment: Chapter 5

September 14 Continue Topic: Writing Instruction
Activity/Assignment: Descriptive Writing
Assignment Due: Textbook Reading Assignment – Chapters 1-5
Assignment Due: DRAFT – Descriptive Writing

September 21 Continue Topic: Writing Instruction
Activity/Sharing: Descriptive Writing
Assignment Due: Final Draft - Descriptive Writing

Reading Assignment: Catch up in your reading!

September 28 Begin Reading Instruction
Overview Four Blocks; emphasis on Self-Select
Reading Assignment: Chapters 6 & 7

October 5 Continue Topic: Reading Instruction
Word Block
Reading Assignment: Chapters 8 & 9
October 12  
Continue Topic: Reading Instruction  
Complete Word Block  
Begin Guided Reading

*Reading Assignment: Chapters 10 & 11*  
Assignment: Bring Guided Reading materials to class next week!

October 19  
Set Expectations:  
- Spread the Word Project

Continue Topic: Reading Instruction  
Group Work: Guided Reading Assignment

*Reading Assignment: Chapter 12*

October 26  
Continue Topic: Reading Instruction  
Group Presentations: Guided Reading Assignment

*Reading Assignment: Catch up in your reading!*

November 2  Assignment Due: Textbook Reading Assignment – Chapters 6-12

November 9  Math Instruction

November 16  Group Work: Spread the Word Project

November 23  Independent Research

November 30  Presentations:

December 7  Spread the Word Projects

*Note! We will meet on Reading Day-Last class meeting!*
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