SPED 5387
CONTENT AREA STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS
3 SEMESTER HOURS
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Spring 2011; Monday, 4:20-6:50 PM; OCNR 131

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OFFICE HOURS: Monday and Thursday: 1:00-4:00 PM
Before or After Class or by Appointment

I. COURSE DESCRIPTION

This course focuses on content-area strategies for teaching language majority and language minority exceptional children.

II. RATIONALE

This course is for special education (EC-12) certification and diagnostician 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 identified needs; and plans, implements and assesses instruction using technology and other resources.

3. **Equity in Excellence for All Learners:** The teacher responds appropriate to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES

Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities; (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities; (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)

- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator;
- (SPED 5385, SPED 5386, SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan. (SPED 5380 is linked to this student learning outcome.)

V. TEXES Competencies
1. Domain I, Competency 002: The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
2. Domain II, Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
3. Domain II, Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
4. Domain II, Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
5. Domain IV, Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
6. Domain III, Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
7. Domain III, Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing behavioral and social skills of students.

Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC 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.

VI. COURSE OBJECTIVE AND OUTCOMES

This course is designed to enable students to:
1. Recognize and discuss the concept “Least Restrictive Environment”;
2. Discuss the continuum of educational services;
3. Discuss the contents of an IEP;
4. Identify and describe assessment instruments and procedures to plan and evaluate instruction;
5. Recognize and discuss an array of strategies that facilitate communication and collaboration with parents and professionals;
6. Recognize and describe learning strategies, work skills, and organizational skills needed by special needs students to be successful in a regular classroom;
7. Recognize and describe procedures for adapting large- and small-group instruction;
8. Recognize and describe procedures for modifying instruction for diverse learners;
9. Recognize and describe an array of strategies and adaptations for teaching mathematics, science, and social studies;
10. Recognize and describe procedure for adapting testing, and grading for special needs students;
11. Recognize and describe procedures for teaching test taking skills to special needs students;

VII. COURSE TOPICS

The major topics to be considered are:
   Least Restrictive Environment
Continuum of Educational Services
IEP
Evaluating Instruction
Applied Assessment
Assessment Devices
Communication and Collaboration with parents and professionals
Teaching students learning strategies, work skills, and organizational skills
Adapting large- and small-group instruction
Modifying instruction for diverse learners
Strategies for teaching writing, spelling, and handwriting
Content area teaching strategies: mathematics, science and social studies
Modification of materials: mathematics, science and social studies
Adapting testing and grading
Teaching test-taking skills
  - Transition issues
Consultation
Collaboration

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:
  - Lecture and discussion
  - Action research
  - Interviews
  - Observations
  - Assessment Previews
  - Community Resource People
  - Transition
  - Cooperative Groups
  - Videos
IX. EVALUATION AND GRADE ASSIGNMENT

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

Spread the Word Project .................................................. 100 points
Guided Reading Lesson Plans (3 days) ................................... 300 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)

Mid-term Exam (Literacy Framework) ..................................... 100 points
Final Exam ........................................................................... 100 points
Class Participation ............................................................... 100 points
Textbook Reading Assignment .............................................. 200 points

TOTAL .................................................................................... 1000 points

Grade Schedule

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<th>Score Range</th>
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X. 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 two absences. 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.)
3. All written work turned in must be typewritten. Late submissions of required work will automatically lose 10% daily after the due date.
4. Participate in class discussion and activities and put forth honest effort in-group work with peers. The professor will evaluate your participation in large and small group throughout the semester. Note passing and excessive private discussion during lecture disrupts the class and will not be tolerated. 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. The discipline this requires is 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.

XI. TEXTBOOK


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

X. TEXTBOOK


- Journal Entries - Chapters 1 & 3 Catch your thoughts!
- Chapters 3- 12 - Continue Journal Entries and Question Development/
  - Four Types of Questions
    - Following instructions provided in handouts
    - Provided in class
  - When developing Four Types of Questions
    - Provide the following:
      - Questions
      - Answers
      - Page numbers for location of information

XII. BIBLIOGRAPHY
Course content is supported by the following:


XIII. 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. April 1, 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.

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 Rule 13.02.99.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. 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
Spread-The-Word Project

Purpose
To spread the word about special education within an 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” you 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
From: Mary Ann Zipprich, Ph.D.

Reference: Spread-The-Word 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 SCHEDULE AND ASSIGNMENTS
Monday, 4:20-6:50 PM, OCNR 131

January 23
Introductions/Overview of Course Requirements
The Context of Special Education
Planning and Delivering Service

Reading Assignment: Chapters 1 & 2

January 30
Begin Topic: Reading and Writing Instruction

Reading Assignment: Chapter 3 & 6

February 6
Continue Topic: Reading and Writing Instruction

Reading Assignment: Chapter 4

February 13
Set Expectations:
  - Spread the Word Project

Continue Topic: Reading and Writing Instruction

Reading Assignment: Chapter 5

February 20
Continue Topic: Reading/Writing Instruction

Reading Assignment: Chapter 7

February 27
Continue Topic: Reading/Writing Instruction

Reading Assignment: Chapter 7

March 5
Group Work

Assignment Due:
Journal entries and four questions per textbook chapter(Chapters 1-7)

March 12
SPRING BREAK

March 19
Mid-term Exam and Group Presentations
Wrap-up: Teaching Literacy Skills
Assignment Due: Four Blocks Lesson Plans

Reading Assignment: Chapter 8

March 26
Math Instruction

Reading Assignment: Chapters 9 & 10
April 2  
 **Textbook:** Part Three Topics  
 *Reading Assignment: Chapters 11 & 12*

April 9  
 **Continue Topic: Textbook-Part Three Topics**

**Assignment Due:** Math Assignment/s

April 16  
 **Let’s Review and Catch Up!**

**Assignment Due:**
Journal entries or four questions per textbook chapter (Chapters 8-12)

April 23  
 **Presentations:**
Spread the Word Projects (presentations)

April 30  
 **Presentations:**
Spread the Word Projects (presentations)

May 7  
 **Final Exam**
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