SPED 5387
CONTENT AREA STRATEGIES FOR STUDENTS WITH EXCEPTIONALITIES
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Spring 2019
Thursday, 4:20-6:50, ECDC 219A
Antonio E. García Arts and Education Center

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I. COURSE DESCRIPTION
This course focuses on content-area strategies for teaching language majority and language minority students with exceptionalities.

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 to and demonstration of specific skills necessary for teaching the exceptional student.

III. STATE ADOPTED PROFICIENCIES FOR EDUCATORS
The state adopted proficiencies covered in this course include the following:

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 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. TEXES Examinations of Educator Standards (TEXES) and CEC National Standards
Domain I, Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
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.
Domain II Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
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.
Domain II, Competency 005: The special education teacher promotes students’ academic
performance in all content areas by facilitating their achievement in a variety of settings and situations.
Domain III, Competency 008: The special education teacher promotes students’ performance in English language arts and reading.
Domain III, Competency 009: The special education teacher promotes students’ performance in mathematics.
Domain IV, Competency 010: The special education teacher understands the philosophical, historical and legal foundations of special education.
Domain IV, Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Domain IV, Competency: 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Domain I, Competency 002: The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.
Domain II, Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
Domain III, Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

**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.

V. COURSE OBJECTIVES AND OUTCOMES

Course Objectives
The overarching objective in this course is to prepare educators deliver effective, evidence-based content area instruction. This course is designed to enable teachers and educational diagnosticians to:

1. demonstrate their understanding of and apply special education laws, policies and procedures;
2. Identify and utilize assessment tools for planning and evaluating instruction;
3. Identify and utilize an array of strategies that facilitate communication and collaboration with parents and professionals;
4. Identify and utilize learning strategies, work skills, and organizational skills needed by students with special needs to be successful in a general education classroom;
5. Identify and utilize procedures for modifying instruction for diverse learners;
6. Identify and utilize an array of reading strategies and adaptations and explain their impact on content area instruction;
7. Identify and utilize an array of learning strategies and adaptations for teaching mathematics, science, social studies and study skills; and
8. Describe and apply procedures for adapting testing, and grading for special needs students.

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); and
• develop a behavior intervention/change plan (SPED 5380 is linked to this student learning outcome).

VI. COURSE TOPICS

The major topics to be considered are:
• Collaboration and Consultation
• Evaluation of Instruction
• Applied Assessment
• Adaptations of large- and small-group instruction
• Modifications of instruction for diverse learners
• Content area strategies (mathematics, science and social studies)
• Strategies for writing, spelling, and handwriting
• Study skills and test taking

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:
• Readings and discussion
• Demonstrations
• Cooperative learning
• Case studies
• Videos/multi-media
• Field experiences (including optional study abroad)
• Student presentations that demonstrate “expert” knowledge
• Research and writing

VIII. EVALUATION AND GRADE ASSIGNMENT

Attendance and Participation 20 points
Quizzes (2) 100 points
Activities (5) 100 points
Math Consultation Project (Assessment Summary, Instructional Recommendations, Follow-Up)* 100 points
Family Math Presentations* 100 points
Science or Social Studies Lesson* 80 points

*Instructions for these major assignments will be provided online.

The letter grade equivalent for the cumulative points earned is as follows:

450-500 points = A
400-449 points = B
350-399 points = C
300-349 points = D
Below 300 = F

IX. REQUIRED TEXT

X. BIBLIOGRAPHY

Course content is supported by the following:


Department of Education Office of Special Education and Rehabilitative Services (2016).


Helpful Websites:


Colorín Colorado [http://www.colorincolorado.org](http://www.colorincolorado.org)

Division for Culturally and Linguistically Diverse Exceptional Learners [http://community.cec.sped.org/DDEL/homepage](http://community.cec.sped.org/DDEL/homepage)

Discovery Lesson Plans, Customized Puzzles, K-12 with Modifications [http://discoveryschool.com](http://discoveryschool.com)


Illuminations [http://illuminations.nctm.org/](http://illuminations.nctm.org/)
XI. TENTATIVE SCHEDULE (Details regarding specific readings, activities, and grading rubrics available online)

1/14-1/23  Unit One—Effective Teaching  
            Activity A

1/16*      Class Meeting

1/24-2/6  Unit Two—Collaboration  
            Activity B

2/7-2/20  Unit Three—Mathematics Assessment and Instruction  
            Activity C

2/13*      Class Meeting

2/20*      Class Meeting

2/21-2/27 Quiz 1 (must be completed by 2/23)

2/21-2/27 Conduct initial student assessments at the Antonio E. Garcia Arts and Education Center (times to be arranged)  
            Assessment Summary (draft must be submitted by 3/8)

2/28-3/6 (Includes Spring Break)  Develop Instructional Recommendations (draft must be submitted by 3/7)

3/7-3/20  Conduct Consultation Meetings at the Antonio E. Garcia Arts and Education Center (times to be arranged)
3/20*  
Class Meeting

3/21-4/3  
**Unit Four—Enhancing Content Area Reading and Instruction**

Activity D

*Math Family Presentations at the Antonio E. García Arts and Education Center (tbd)*

4/4-4/17  
**Unit Five—Content Area Writing**

Activity E

4/18-5/1  
**Follow-up Assessment/Consultation Meetings at the Antonio E. García Arts and Education Center** (times to be arranged)

4/24*  
**Science or Social Studies Lesson Presentation**

5/3-5/8  
**Quiz 2**

5/9  
**Math Consultation Project Due**

*Indicates Required Class Meeting

Optional Study Abroad: July 11-22

Students will provide English learning activities for elementary students who attend the Las Clavellinas School, located a few miles from the Hacienda Santa Clara outside of San Miguel de Allende, Mexico. They will also provide English as a Second Language instruction for staff of the Hacienda Santa Clara. In addition, students will collect field notes that will be used in a research project in collaboration with several other TAMUS universities. These experiences will be used to complete the intercultural dialogue and interactive journal project. They will also have an opportunity to provide English as a Second Language instruction for the Hacienda Santa Clara staff. In addition, students will collect field notes that will be used in a research project in collaboration with several other TAMUS universities. These experiences will fulfill the requirements of the Science Lesson Adaptations/Presentation for those selecting this option.

7-11 – Fly to QRO – Mexico; Arrive Santa Clara Hacienda; Seminar on Mexican Muralism Movement, Artists and Major Works

7/12 – Tour Guanajuato (e.g. city, museum, mines, churches)

7/13 – Tour San Miguel de Allende - Unstructured

7/14 – Tour San Miguel de Allende ½ day (structured); Plan for Clavellinas activities ½ day

7/15 – Travel to Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Group work
7/16 - Travel to Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Group work

7/17 – Travel to Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Tour Mineral de Pozas

7/18 – Travel to Clavellinas and work with children; English as a Second Language; activities for Santa Clara Hacienda staff; write field notes for research of project; Salsa making

7/19 – Travel to Clavellinas and work with children; English as a Second Language activities for Santa Clara Hacienda staff; write field notes for research of project; Reflections Due; Seminar about Pyramids

7/20 – Tour Santuario de Atotonilco; Hot Springs; Seminar about Pyramids

7/21 – Tour pyramid; Rancho Lunch; Tour San Miguel de Allende

7/22 – Return to United States

XII. 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. See website http://judicialaffairs.tamucc.edu/.

Submission of Work
All written work turned in must be typewritten. With the exception of field journals, handwritten work will not be accepted. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

All online assignments must be submitted no later than 11:59 pm on the due date.

Attendance/Tardiness
Attendance is expected at face-to-face session as is participation in our online community. Be prompt and attend face-face-classes. Absences accompanied by doctor's note or similar documentation will be excused. For each unexcused absence, 25 points will be deducted from your semester total. Late arrivals and early departures from class will be recorded, and if excessive, will result in an absence. Participate in class discussion and activities and put forth honest effort in-group work with peers. The professor will evaluate your participation in throughout the semester. Excessive private discussion during lecture or any class activities disrupts the class and will negatively affect your grade. If you find that you are a person who talks excessively to during class lecture and other activities where this is inappropriate, please monitor
yourself and move to a seat where this is not tempting. The discipline this requires is greatly appreciated.

**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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association (APA), 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://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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***

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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 CCH 116. See website http://disabilityservices.tamucc.edu/.

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
Online Expectations (access via the Start Here link in Blackboard)