

Xavier University

Exhibit

Education Syllabi Spring 2012

Education Syllabi 2012

2012

EDSP 564-01 DAP Instructional Materials

Kathleen Kissel
churchk@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/education_syllabi_spring_2012

Recommended Citation

Kissel, Kathleen, "EDSP 564-01 DAP Instructional Materials" (2012). *Education Syllabi Spring 2012*. 85.
https://www.exhibit.xavier.edu/education_syllabi_spring_2012/85

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2012 at Exhibit. It has been accepted for inclusion in Education Syllabi Spring 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
SP ED: DAP Instructional Materials
CRN-10252 EDSP 564 – 01 (3 credits)

Spring 2012

Day and Time: Tuesday -4:15 to 6:45
Dates: January 09 to May 1
Location: Cohen Hall 195
Instructor: Kathleen C. Kissel
churchk@xavier.edu
 751-1779 home 746-9410 cell
 Special Education Office Phone #: 745-3477

COURSE DESCRIPTION:

University students will demonstrate the ability to select and use specialized instructional strategies for students with mild/moderate learning needs that are age and ability appropriate. This will include multiple theoretical approaches as well as instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. Students use strategies that facilitate maintenance and generalization across environments. Students use methods to teach mathematics appropriate to students with disabilities. This is a lab class, students are expected to create developmentally appropriate educational materials after class and demonstrate their use in class. Pre-requisite: EDSP 563

REQUIRED TEXT:

Mercer, Cecil D., Ann R. Mercer and Paige Pullen, Teaching Students with Learning Problems. 8th ed. Upper Saddle River: Prentice Hall, 2011.

Tucker, Benny F., Ann H. Singleton, and Terry L. Weaver. Teaching Mathematics to All Children Designing and Adapting Instruction to Meet the Needs of Diverse Learners (2nd Edition). Upper Saddle River: Prentice Hall, 2005.

Judith A. Muschla and Gray Robert Muschla, The Math Teacher's Book of Lists, 2nd edition, 2005, Jossey-Bass, www.josseybass.com –(need to order outside book store)

RECOMMENDED RESOURCES:

CEC@smartbrief.com iris@vanderbilt.edu interventioncentral.org

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in you textbook may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the First Floor of Kuhlman Hall to coordinate reasonable accommodations.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

COURSE OBJECTIVES	COURSE ASSESSMENT ACTIVITIES
<ol style="list-style-type: none"> 1. GC4K1- Students will identify sources of specialized materials, curricula and resources of individuals with disabilities 2. GC4K2- Students will demonstrate strategies to prepare for and take tests 3. GC4K3- Students will understand the advantages and limitations of instructional strategies and practices for teaching individuals with disabilities. 4. GC4K4-Students will know prevention and intervention strategies for individuals at-risk for a disability. 5. GC4K5- Students will demonstrate knowledge for initiating learning experiences into on-going instruction. 6. GC4K6- Students will demonstrate teaching methods for increasing accuracy and proficiency in math calculations and applications. 	<p>Class discussions, demonstrations, activities, Get Box and quiz</p> <p>Testing guideline, class discussions</p> <p>Tucker Presentations, Mercer presentations, class discussions, quiz and mid-term</p> <p>Class discussions, quiz and mid-term</p> <p>Class discussions, quiz and mid-term</p> <p>Class discussions, Tucker Project, Get Box, quiz</p>
<p>Skills</p>	
<p>CC4S2- Students will demonstrate the ability to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p>	<p>Tucker Project, Get Box, class discussions, group discussions, Iris project and mid-term</p>
<p>CC4S3- Students will demonstrate how to select, adapt and use instructional strategies and materials according to characteristics of individuals with exceptional needs.</p>	<p>Get Box, testing guidelines, group project to modify and adapt tests, quiz and mid-term</p>
<p>CC4S4- students will use strategies to facilitate maintenance and generalization of skills across learning environments.</p>	<p>Class discussions, group work, quiz, mid-term</p>

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
1/10	<ul style="list-style-type: none"> Iris assignment 	<ul style="list-style-type: none"> See syllabus for directions for assignment 1 No class tonight
1/17	<ul style="list-style-type: none"> Introduction, RTI levels, monitoring progress 	<ul style="list-style-type: none"> Mercer- chapter 1-3 Tucker- chapter 1-2 sign up for Tucker and Mercer presentations
1/24	<ul style="list-style-type: none"> Observational recording techniques, curriculum approaches, modify tests 	<ul style="list-style-type: none"> Mercer-chapter 3 and 4 Tucker –read chapter 3, group work on tests
1/31	<ul style="list-style-type: none"> Behavior interventions and activities 	<ul style="list-style-type: none"> Mercer chapter 5, everyone presents chapter 5 and does summary sheet Tucker –read chapter 4, individual presents 4
2/7	<ul style="list-style-type: none"> Language-concepts and cultural and linguistic diversity, check out OTELA on state website 	<ul style="list-style-type: none"> Mercer- chapter 6, <i>everyone presents chapter 6 activity and summary sheet</i> Tucker-read chapter 5, group presents Tucker 5
2/14	<ul style="list-style-type: none"> Assessing reading 	<ul style="list-style-type: none"> Mercer-chapter 7 Tucker read chapter 6, group presents Tucker_chapter 6
2/21	<ul style="list-style-type: none"> Iris 	<ul style="list-style-type: none"> Second Iris assignment see syllabus No class
2/28	<ul style="list-style-type: none"> Teaching reading 	<ul style="list-style-type: none"> Mercer-chapter 8, everyone presents chapter 8 and does summary sheet Tucker read chapter 7, group presents chapter 7
3/6	<ul style="list-style-type: none"> Spring break 	<ul style="list-style-type: none"> No class
3/13	<ul style="list-style-type: none"> Assessing and teaching spelling 	<ul style="list-style-type: none"> Mercer-chapter 9,everyone presents and does summary sheet Tucker-read chapter 8, group present Tucker 8
3/20	<ul style="list-style-type: none"> Midterm 	<ul style="list-style-type: none"> Exam Mercer 1-7 short essay, Tucker 6,7,8 modify an activity in text (use Tucker book)
3/27	<ul style="list-style-type: none"> Written Expression and handwriting 	<ul style="list-style-type: none"> Mercer chapter 10 Tucker –read chapter 9, individuals present chapter 9
4/03	<ul style="list-style-type: none"> Assessing and teaching math 	<ul style="list-style-type: none"> Mercer chapter 11-12 Tucker- read chapter 10, individuals present chapter 10 Math lesson due Jossey Bass-section 1

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
4/10	<ul style="list-style-type: none"> • Learning strategies, IEP's guidelines and suggestions 	<ul style="list-style-type: none"> • Lesson plan for Jossey-Bass section 2 • Mercer chapter 13 • Share books of Barbara Bateman • Tucker-read 11, group presents 11
4/17	<ul style="list-style-type: none"> • Study Skills, appendix scope and sequence skill list ,Quiz-end of class 9-12 short response 	Quiz at end of class -9-12 <ul style="list-style-type: none"> • Tucker –read chapter 12, present 12 lesson plan due - <i>Jossey-Bass section 3</i>
4/24	<ul style="list-style-type: none"> • Transitions and the SOP 	<ul style="list-style-type: none"> • Mercer chapter 14 • Tucker-read chapter 13, group presents 13
5/01	<ul style="list-style-type: none"> • Get Box Presentations 	<ul style="list-style-type: none"> • Present your Get Box-make an extra copy of checklist for Instructor

COURSE ASSIGNMENTS:

1. Testing samples- in class activity- students will modify two classroom tests; one will be an elementary and the other middle school. You work as a team to discuss the test but proofread and make changes on your own copy. **(2 point)**-see rubric
2. Get Box Project- this project will be the final examination. You are creating supplemental resource material for any unit that you may teach. You could work around a theme or create a variety of material. The Get Box is an emergency time saver that can be used to supplement, re-teach, give students more practice or an alternative learning strategy. The box is a collection of instructional materials developed during this course. Each Get Box must contain materials from the following areas: **(20 points)** -see rubric (activities and games are from the Mercer Text.) Instructor provides many materials for use in your creation of materials for the Get Box.
 - a. Social skills/behavior (1) chapter 5
 - b. Functional/Life Skills (1) reading chapter 8 and math chapter 12
 - c. Study Skills materials may be an acronym(1) chapter 13
 - d. Language material (1)chapter 6
 - e. Reading material (k-6) (4)chapter 7 and 8
 - f. Reading material (7-12) (2)chapter 7 and 8 can be below level
 - g. Math materials (k-12) Mercer (5)chapter 12
 - h. Math materials (1-12) Tucker (12) are from the chapter you present
 - i. Science or Social Studies (1)chapters 2 and 13
 - j. Written Expression (writing or spelling) (1)chapters 9 and 10
 - k. Game board (all purpose) (1)must be colorful and have chance
 - l. Folder game (1) can double dip on above

Caution: Please include a variety of activities and materials. You will be graded on the appearance and quality and developmentally appropriate nature of your materials. If you present several paper pencil activities for students to complete you will lose points. Your materials should be interesting and attractive to students. The idea is to have flexible materials to use with students at times to engage them in meaningful ways with hands on materials.

3. There will be one midterm exam worth **(12 points)** and one quiz **(6 points)**
4. Demonstration and presentation of a math strategies to class **(16 points)** Tucker Book students will sign up for one chapter from Tucker textbook -see rubric
5. Must sign up for one activity each chapter of 5,6,8,9. Students will create and present an activity that they have signed up for in the Mercer textbook—see rubric **(4 points)**

6. Class participation and attendance. **(10 points)** see rubric
7. Math notes, after each class presentation on Tucker a typed two-page report is due the next class, summarizing what you learned from the presentation. Your report should include the big ideas and reflect on you have learned. Reports turned in late will receive reduced points. **(9 points)**
8. Lesson plans from Jossey-Bass textbook- **three lesson plans** will be written and submitted according to the course outline. Follow format given from instructor given in class.**(15 points)**
9. **Iris assignments- see syllabus page for instructions for #1,#2 (3 points each for total of 6 points)**

A Summary Form must be completed for every Mercer activity shared in chapters 5,6,8,9. Please use the Mercer textbook as primary examples for research based strategies, activities or techniques. The summary form is included with the syllabus. No summary forms are required for any Tucker activity.

Attendance Expectations: Class attendance is required and an essential part of the course work. Attendance will be taken every class and averaged into your final grade. Unexcused absences will result in the lowering of your grade. Your participation in class is important; during each class the instructor will note participation in group activities and in class discussions. Lack of participation or interest in class will be averaged into your final grade .**See chart in this syllabus**

Assignments and projects: All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class times. No late assignments or projects will be accepted. All work must be typed. Course assignments and requirements may be changed to meets of the students and/or instructor.

Evaluation

Testing Samples.....	2 points
Math Lesson plans Jossey-Bass.....	15 points
Get Box.....	20 points
Midterm	12 points
Quiz.....	6 points
Iris Assignment #1.....	3 points
Iris assignment #2.....	3 points
Tucker Presentation.....	16 points
Attendance	5 points
Participation.....	5 points
Tucker notes.....	9 points
Mercer materials and presentation (5, 6, 8, 9).....	<u>4 points</u>
Total.....	100 points

Grade Scale: graduate

Total Possible Points:

Point Total	Percentile Equivalent	Grade
100-93	93-100	A
92-90	90-92	A-
89-87	87-89	B+
86-84	84-86	B
83-81	81-83	B-
80-78	78-80	C+
77-75	75-77	C
74-0	72-74	F

Class participation and Attendance expectations

It is expected that all students will read all assigned materials and professionally contribute / participate in class discussions. **The instructor will not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade.

Attendance and participation

Possible Points 10	Unprofessional Quality-4-5	Needs Improvement 6	Acceptable Quality -7-8	Professional Quality 9-10
Attendance- 5 points Participation- 5 points	Absent more than two times and more than three tardies (results in withdrawal from class) or absent 1-2 times but sleeping and/or inattentive in class, obvious lack in group participation activities.	Two absences, three or more tardies, frequently disengaged in group discussions, rarely asks questions or volunteer information	One absence, one or two tardies, mostly attentive with some hesitation, occasionally ask questions or volunteers information	No more than one excused absence, attentive and participatory in group discussions, frequently asks questions or volunteers information

Important note: Absent more than two times results in withdrawal from class.

Test Adaptation Rubric- Possibility of 2 point

	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Required Elements (.50)	A few of the required elements are accurate, present or detailed	Some required elements are accurate, present and some with details	Required elements are accurate, present and contain some detail	Required elements are accurate, present and very detailed
Design and layout (.50)	The study guide organizing is confusing to the student.	The study guide is well organized for the student.	The study guide is attractive and well organized for the student.	The study guide is exceptionally attractive and well organized and easy to use by the student.
Best Practice (1)	Study guide has been designed according to research in text but much has been left out.	Study guide has been designed according to research in text but some is left out.	Study guide has been designed according to research in text with detail.	Study guide is exceptional designed according to research with exceptional detail.

Math Notes Rubric- Possibility of 9 points for all

	Unprofessional Quality-.25 points	Needs Improvement .50 points	Acceptable Quality-.75points	Professional Quality 1 points
Written Notes	Notes are taken in class to identify the "Big Ideas" in chapters but are vague or poorly written, turned in late.	Notes are taken in class to identify the "Big Ideas" in the chapter but contains a few ideas, turned in late.	Notes are taken in class to identify the "Big Ideas" in the chapter and contains many specific ideas, turned in late	Notes are taken in class to identify the "Big Ideas" in the chapter ideas are detailed and numerous, turned in by next class
Analysis of new learning in reflection	Narrative is weak or vague and little insight to methods is discussed	Narrative is limited but provides some insight to methods discussed	Narrative is sufficient to provide insight and discuss methods clearly	Narrative is exceptional and provides insightful comments and demonstrates new learning.

Tucker Presentation Rubric Possibility of 16 points

	Unprofessional Quality-1 points	Needs Improvement 2 points	Acceptable Quality-3 points	Professional Quality-4points
Preparedness & professional presentation (4)	Presentation shows lack of preparation throughout. Confusion over the material and vague comments made during presentation.	Presentation shows little preparation, disorganization important parts of the chapter are not included. Makes comments that they did not understand material.	Presentation is organized, material is understood and sufficient parts of the chapter are included.	Presentation is extremely organized including all significant parts of the chapter. Demonstrates a through knowledge of the subject.
Creation of materials (4)	Some materials are created but are too small or poorly made or all cover just a few areas of instruction in the chapter. Does not cover important concepts in chapter (skips much of content)	Many materials are created properly but scope does not cover the most important concepts in the chapter. Some concepts were taught.	Materials are created to be attractive and appealing to students. Most of the important concepts were taught.	Materials created are exceptionally attractive and appealing to students. All-important concepts have been taught.
Explanation of adapted lesson (4)	Adapted lesson was not explained.	Adapted lesson was mentioned vaguely but not explained.	Adapted lesson was explained in detail.	Adapted lesson was explained in detail and the diversity concept was included.
Voice during presentation (4)	Voice was difficult to hear or follow because of speech, tone, inflection and enthusiasm.	Could follow voice during presentation but there was a distraction that impaired the presentation.	Voice was easy to follow during presentation and speaker was enthusiastic about the content.	Voice was pleasant, clear and easy to understand. Speaker was enthusiastic over the content.

Rubric for Get Box – 20 possible points

Possible points	Unprofessional Quality-11-13 points	Needs Improvement 14-16 points	Acceptable Quality 17-19 points	Professional Quality 20 points
Content (10 points)	Development of materials is sloppy and not attractive to students or age appropriate. Directions unclear, or too many paper work, no connection to Mercer text	Development of materials is not neat or poor preparation in creation of materials or too many paper pencil work, no connection to Mercer text	Development of materials is clear may not be creative but is age appropriate. Directions are clear, may have had two or more paper pencil work for students.	Developments of materials are clear with creativity and appropriate for age of students. Directions are clear.
Presentation (10 points)	Careless and hurried and unprepared for presentation. No attempt to engage the audience. Speaker appears disinterested or below.	Project appears to be rushed and somewhat careless. Little eye contact or expression information is read.	Clear information. Engaged audience and held their attention most of the time. Lacks confidence in sharing ideas.	Evidence in pride and care and enthusiasm taken in sharing materials. Engages the audience.

Rubric for Iris assignment

Possible Points	Unprofessional Quality (.5)	Needs Improvement (1)	Acceptable Quality (1.5)	Professional Quality (2)
Written work	Global ideas with few specifics from the module, or reflection turned in late	Some ideas are included with concepts expressed in modules	Ideas are included with basic facts from modules	Ideas are clear and show understanding of concepts in module.
Content of reflection	Broad and global response and not specific of how to use ideas in a school setting	Some basic understanding of how to use these ideas in a school setting.	Understands how to use these ideas in a school setting.	Clearly understands how to use these ideas in a school setting.

Material Summary Sheet

Name _____ Date _____

Instructional Material (name):

Prerequisite Skills/ Skills:

Activity Skill:

Development Age:

Learner Modalities or Styles or Behaviors:

Directions (submit at least two with written directions for a student):

Evaluation :(how do you evaluate student success/learning):

Turn this in after you present your Mercer activity for chapters 5, 6, 7 and 9. Summary sheets turned in after class will lower the grade for the assignment.

Get Box Checklist *(documentation for final exam-make 1 copy for instructor)*
List specific titles/names of materials made

Social Skills (1)

Functional/Life Skills (1)

Study Skills (chapter 13) (1)

Language Skills (1)

Reading (k-6) (4)

Reading (7-12) could also be for lower functioning students (2)

Math Materials (k-12) Mercer (5)

Math Materials (1-12) Tucker (12)

Science or Social Studies (1)

Written Expression (1)

Game Board (1)

Folder Game (1)

Iris assignment

Go to website

<http://iris.peabody.vanderbilt.edu/>

January assignment: week of January 9th

Select Iris Resource Locator

Under topic select Differentiated instruction

Next select Module

- Review and go through:
- 1.) PALS- a reading strategy for grades 2-6
 - 2.) PALS- a reading strategy for grades K-1
 - 3) PALS a reading strategy for high school

Write reflection paper-2 pages - What did you learn, 3rd page- How will you use this information in a school setting. Paper due and ready to discuss January 17th late papers will receive a lower grade.

February assignment- week of February 21st

Under Topic- select Behavior and class management

- Go through the module:
- 1.) Who's in charge? Developing a comprehensive behavior management system
 - 2.) You're in charge! Developing your own comprehensive behavior management plan
 - 3.) S.O.S.-Helping students become Independent learners

Write another reflection-2 pages –what did you learn and 3rd page-how would you use this information in a school setting. Paper due on February 28th late papers will receive a lower grade.