

Xavier University

## Exhibit

---

Education Syllabi Spring 2018

Education Syllabi 2018

---

2018

### EDSP 564-01 DAP Instructional Materials

ShaDonn Stewart  
stewarts@xavier.edu

Follow this and additional works at: [https://www.exhibit.xavier.edu/education\\_syllabi\\_spring\\_2018](https://www.exhibit.xavier.edu/education_syllabi_spring_2018)

---

#### Recommended Citation

Stewart, ShaDonn, "EDSP 564-01 DAP Instructional Materials" (2018). *Education Syllabi Spring 2018*. 85.  
[https://www.exhibit.xavier.edu/education\\_syllabi\\_spring\\_2018/85](https://www.exhibit.xavier.edu/education_syllabi_spring_2018/85)

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2018 at Exhibit. It has been accepted for inclusion in Education Syllabi Spring 2018 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

**XAVIER UNIVERSITY**  
**College of Professional Sciences, Special Education Program**  
**Department of Secondary and Special Education**  
**SP ED: DAP Instructional Materials**  
**CRN-91292 EDSP 564 – 01 (3 credits)**  
**Spring 2018**

**Day and Time:** Wednesday 7:30 to 10:00 pm  
**Dates:** August 24<sup>th</sup> to Dec.14<sup>th</sup>  
**Location:** Cohen Hall 195  
**Instructor:** ShaDonn Stewart  
*Stewarts@xavier.edu*  
*513-225-4308 cell*  
Special Education Office Phone #: 745-3485

**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, C., Mercer, A., & Pullen, P. (2011). *Teaching students with learning problems* (8th ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall.  
Tucker, B., Singleton, A., & Weaver, T. (2005). *Teaching mathematics to all children: Designing and adapting instruction to meet the needs of diverse learners* (2nd ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.  
Muschla, J., & Muschla, G. (2005). *The Math Teacher's Book of Lists* (2nd ed.). Jossey-Boss. order on line from Amazon

**RECOMMENDED RESOURCES:**

[CEC@smartbrief.com](mailto:CEC@smartbrief.com) <http://iris.peabody.vanderbilt.edu>

**\*\*\* IMPORTANT NOTE\*\*\***

Please be sure that you carefully and thoroughly read all the assigned chapters in your textbooks. The material in your textbook may be covered in the PRAXIS tests you will take to qualify for your 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.

## **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 may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of becoming an intervention specialist and to be able to professionally discuss issues of curriculum development and instructional planning/implementation involved with general and special education. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade. 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.

## **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.

## **ACADEMIC SUPPORT**

### **Learning Assistance Center**

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

### **Writing Center**

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

### **Mathematics Tutoring Lab**

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

## **UNIVERSITY POLICIES**

### **Academic Honesty Policy**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

### **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes: [http://www.xavier.edu/library/copyright/copyright\\_policy\\_2009.pdf](http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf)

Xavier University, online course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **Students with Disabilities**

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) as soon as possible as accommodations are not retroactive.

**Special Education Professional Ethical Principles**

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

*Adopted by the CEC Board of Directors, January 2010*

**Council on Exceptional Children Initial Level Special Educator Preparation Standards**

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**NAEYC 2010 Standards for Initial Early Childhood Professional Preparation**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

**STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

**STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

**STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

**STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

**STANDARD 6. BECOMING A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

**Ohio Standards for the Teaching Profession**

**Standard 1. Students:**

Teachers understand student learning and development, and respect the diversity of the students they teach.

**Standard 2. Content:**

Teachers know and understand the content area for which they have in

**Standard 3. Assessment:**

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. structural responsibility.

**Standard 4. Instruction:**

Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard 5. Learning Environment:**

Teachers create learning environments that promote high levels of learning and achievement for all students.

**Standard 6. Collaboration and Communication:**

Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

**Standard 7. Professional Responsibility and Growth:**

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

**Competencies for Montessori Teacher Candidates (MATCE, July, 2013):**

**I. Knowledge**

**1a.** Montessori Philosophy **1b.** Human growth and Development **1c.** Subject matter for each Course Level\* not to exclude: • Cosmic education • Peace education • Practical life • The arts • Fine and gross motor skills **1d.** Community resources for learning

**II. Pedagogy**

Understands:

**2a.** Correct use of Montessori materials **2b.** Scope and sequence of curriculum (spiral curriculum) **2c.** The prepared environment **2d.** Parent/teacher/ family/community partnership **2e.** The purpose and methods of observation **2f.** Planning for instruction **2g.** Assessment & documentation **2h.** Reflective practice **2i.** Support and intervention for learning differences

**2j. Culturally responsive methods**

**III. Teaching with Grace and Courtesy**

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

**3a.** Classroom leadership **3b.** Authentic assessment **3c.** The Montessori philosophy and methods (materials) **3d.** Parent/teacher/ family partnership **3e.** Professional responsibilities **3f.** Innovation and flexibility

**Course Outcomes (core knowledge and skills that students should develop from this course):**

*In alignment with the Council of Exceptional Children Initial Level Educator Preparation Standards, The Standards for Initial Early Childhood Professional Preparation, and the Ohio Standards for the Teaching Profession, candidates will demonstrate competencies in the following areas:*

Candidate will demonstrate knowledge of language development and strategies that are successful for teaching culturally and linguistically diverse learners.

**CEC: 1, 2, 5, 6 NAEYC : 1,2,6, OSTP: 145 MACTE 1,2,3**

Candidate will demonstrate the ability to use alternate strategies, revise and adapt IEP goals, plan to teach and meet the specific needs of ELN individuals based upon assessment results.

**CEC: 1,2,3,4,5 NAEYC: 1,2,4,5 OSTP: 1,2,4,5 MACTE 1,2,3**

Candidate will demonstrate knowledge of differentiation strategies, modifications and adaptations to assessments and will structure lessons with initial teaching, guided practice and generalization in mind.

**CEC: 1,2,3,4,5 NAEYC: 4,5 OSTP: 1,2,3,4 MACTE 1,2,3**

Candidate will collaborate with team members and demonstrate understanding on how to modify assessments based on individual learning needs and create a study guide for given modified test.

**CEC: 1,3,4,5,7 NAEYC: 3,4,5,6 OSTP: 1,2,3,6 MACTE 1,2,3**

Candidate will demonstrate knowledge of Tucker text book strategies for diverse math learner through creation, presentation of materials and lessons and reflection on fellow student presentation.

**CEC: 1,2,3,4,5,7 NAEYC: 4,5,6 OSTP: 1,2,4,6,7 MACTE 1,2,3**

Candidates will demonstrate an understanding of how to use research based resources to influence their professional practice and in doing so learn specific research based methods to support them in meeting the needs of diverse learners.

**CEC: 2,3,4,5,6 NAEYC : 1,3,4,5,6 OSTP: 1,2,3,4,5,6,7 MACTE 1,2,3**

Assessment	Standards CEC, Naeyc, OSTP	MACTE	Percentage of Grade
<b>Mercer Project</b>	<b>CEC: 1,2,3,4,5 Naeyc: 1,2,4,5 OSTP: 1,2,4,5</b>	<b>1,2,3</b>	<b>4</b>
<b>Get Box</b>	<b>CEC: 1,2,3,4,5 Naeyc: 1,2,4,5 OSTP: 1,2,4,5</b>	<b>1,2,3</b>	<b>16</b>
<b>Jossey Bass Lessons</b>	<b>CEC: 1,2,3,4,5 Naeyc: 4,5 OSTP: 1,2,3,4</b>	<b>1,2,3</b>	<b>6</b>
<b>Modified Test and Study Guide</b>	<b>CEC: 1,3,4,5,7 Naeyc: 3,4,5,6 OSTP: 1,2,3,6</b>	<b>1,2,3</b>	<b>3</b>
<b>Tucker Presentation and Reflection</b>	<b>CEC: 1,2,3,4,5,7 Naeyc: 4,5,6 OSTP: 1,2,4,6,7</b>	<b>1, 2, 3</b>	<b>25 (9+16)</b>
<b>Iris Project</b>	<b>CEC: 2,3,4,5,6 Naeyc: 1,3,4,5,6 OSTP: 1,2,3,4,5,6,7</b>	<b>1,2,3</b>	<b>30</b>
<b>Attendance</b>			<b>5</b>
<b>3 Quizzes Participation</b>			<b>6 5</b>
			<b>Total points 100</b>

**COURSE ASSIGNMENTS:**

**1. Mercer Project:** 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. Write up a summary for each activity. The summary sheet is due at the time you present your activity to the class. Check the calendar for dates to present. **(4 points)**

Mercer presentation of chapter 5, 6, 8 and 9 you will have signed up the first class.

4 points total-(one per presentation) \_\_\_\_\_/4

**Data Points 1/4 =.5 points 2/4=1 point 3/4= 1.5 points 4/4= 2 points**

Skill set	Unprofessional Quality 0 points	Needs 3/Improvement .4	Acceptable Quality .8 point	Professional Quality 1 point
Appearance	Materials are of poor quality or not made	Materials may be sloppy or poorly made not appealing to students	Material is clean and neat but is not as appealing to students	Material made is attractive and appeals to students
Presentation	Materials are not explained to class or understood	Materials are not understood and explanation is confusing to class	Materials are not as clearly explained to class	Materials is explained clearly to class may have been modified

**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.

**Material Summary Sheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

Instructional Material: **what is the name of the material**

Prerequisite Skills/ Skills: **what skills does a student need to perform this activity etc.**

Activity Skill: **what is the student required to do?**

Development Age: **age or grade level check appendix in Mercer**

Learner Modalities or Styles or Behaviors: **behavior, leaning style or modality**

Directions: **write two for a student watch the developmental level of your language for the age or grade level, the other two can be written for an adult**

Evaluation: **how do you evaluate student success/learning and or progress?**

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

## **2. Get Box Project-(16 points)** -see rubric (activities and games are from the Mercer Text.)

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:

- |   |               |  |
|---|---------------|--|
| a. Social skills/behavior                   |               | (1) chapter 5                                |
| b. Functional/Life Skills                   |               | (1) reading chapter 8 and math chapter 12    |
| c. Study Skills materials                   |               | (1) chapter 13 (no KWL charts or schedules)  |
| d. Language material                        |               | (1) chapter 6 (think linguistically diverse) |
| e. Reading material (k-6)                   |               | (3) chapter 7 and 8                          |
| f. Reading material (7-12)                  |               | (2) chapter 7 and 8 (can be below level)     |
| g. Math materials (k-12)                    | <b>Mercer</b> | (4) chapter 12                               |
| h. Math materials (1-12)                    | <b>Tucker</b> | (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 any topic above        |

(a,d,e and g are part of the Mercer presentations, h is part of your Tucker presentation)

**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 NOT PAPERWORK.**

**Rubric for Get Box – 16 possible points**

Possible points	Unprofessional Quality- 7-9 points <b>Data Points.5 points</b>	Needs Improvement 10-12 points <b>1 point</b>	Acceptable Quality 13-15 points <b>1.5 points</b>	Professional Quality 16 points <b>2.0 points</b>
Content (8 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.	Development of materials is clear with creativity and appropriate for age of students. Directions are clear.
Presentation (8 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.

**See summary sheet for Get Box Below...**

**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) (3)
- Reading (7-12) could also be for lower functioning students (2)
- Math Materials (k-12) Mercer (4)

- Math Materials (1-12) Tucker (12)
- Science or Social Studies (1)
- Written Expression (1)
- Game Board (1)
- Folder Game (1)

**3. Jossey Bass Math Lesson:** 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. **(6 points)**

Candidate will demonstrate knowledge of differentiation strategies, modifications and adaptations to assessments and will structure lessons with initial teaching, guided practice and generalization in mind.

**Jossey Bass Math Lesson Rubric**

Rubric is 3 points for each lesson the two lessons are worth 6 points

<b>Data Points</b>	1 points <b>0 points</b>	2 points <b>1 point</b>	3 points <b>2 points</b>
Opening lesson	Opening does not effectively communicate learning expectations	Communicates appropriate learning expectations to students	Communicate appropriate learning expectations to students and relates lesson goals and essential understandings to students
Pre-assessment	No assessment, lesson not aligned to student understanding	Assesses prior knowledge and interests of students	Assesses prior knowledge and interest, knowledge levels of individual students
Instructional strategy	Activity not planned sequentially, not based on Blooms Taxonomy	Instruction planned, sequential based on best practice and Blooms Taxonomy, implemented to meet needs of groups of students	Implements differentiated instruction addressing individual needs, based on Best practice and Blooms Taxonomy

Post Assessment	Assessments are not implemented	A concluding assessment is implemented to evaluate learning	Assessment strategies are strategically implemented throughout the lesson to determine the status of individual learners and is adjusted to meet the needs of the learner
Closing of lesson	Lesson activities not summarized	Lesson activities summarized and related to lesson objectives	Lesson activities summarized and related to essential understanding, connects to next lesson

**\*\*See Directions for Jossey Bass Project Below:**

**Directions for Jossey Bass Lesson**

Write **three** math lessons using your Jossey Math Book as a reference. It is helpful to write a beginning or first lesson rather than one later in the lesson. **Write a lesson from three different sections.** Select the topic that appeals best to you. The Jossey Bass book gives you all the specific information on a topic you will need to write a sound lesson. You need the following:

- 1.) An opening (describe what the goal of the lesson is and how it connects to a real need in life and what they have been taught previously (how would they use this skill), **write the actual words you will say.**
- 2.) What is your pre-assessment- how do you test for their prior knowledge?
- 3.) Instructional strategies- this is how you teach the lesson, write down what you will do include at least one accommodation or way you will differentiate for a student with a disability.
- 4.) How do you post assess after the lesson? Is it on going through out the lesson, do you use a checklist, work sample, performance based? How do you keep track of student progress?
- 5.) How will you close the lesson- do you summarize and review what the students learned in the lesson, do you connect this to the next lesson, do you tell the students what they will learn tomorrow?

**4. Modified Test and Study Guide:** 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. **(3 points)**-see rubric

Candidate will collaborate with team members and demonstrate understanding on how to modify assessments based on individual learning needs and create a study guide for given modified test.

**Modified Test and Study Guide Rubric- Possibility of 3 points**

Possible Points=3 <b>Data Points</b>	Unprofessional Quality	Needs Improvement	Acceptable Quality	Professional Quality
Required Elements 1  <b>0 points</b>	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 2  <b>1 point</b>	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 3  <b>2 points</b>	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.

**5. Tucker Presentation and Reflection** (this will be part of your GET BOX)  
 25 points possible...9 points for reflection and 16 points for presentation

**Total Data Points:**

0-5 points =0    6-10 points=.5    10-15 points = 1    16-20 points=1.5    21-25points=2

Candidate will demonstrate knowledge of Tucker text book strategies for diverse math learner through creation, presentation of materials and lessons and reflection on fellow student presentation.

**CEC: 1,2,3,4,5,7 Naeyc: 4,5,6 OSTP: 1,2,4,6,Rubric for Reflection on student presentations... total of 9 points**

Reflection gives positive reinforcement for presenter... 3 points	Reflection gives ways to improve lesson for presenter...  3 points	Reflection connects to ideas from your own personal experience or ways you might use this lesson in the future... 3 points
--	--	---

**Tucker Presentation Rubric Possibility of 16 points**

Demonstration and presentation of a math strategies to class (**16 points**) Tucker Book students will use textbook -see rubric

Total possible points for Presentation = <b>16 points</b>	Unprofessional Quality-1 point	Needs Improvement 2 points	Acceptable Quality-3 points	Professional Quality-4 points
Preparedness & professional presentation (4)	Presentation shows lack of preparation throughout. Confusion over the material and vague comments made during presentation. Skipped major parts of chapter.	Presentation shows little preparation, disorganization, important parts of the chapter are not included. Makes comments that they did not understand material. Skipped major parts of chapter.	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 thorough 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.

## 6. Iris assignment (30 points total)

Go to website <http://iris.peabody.vanderbilt.edu/>

### Iris assignments-

1. Differentiated Instruction- date due-**1/27**
2. Diversity-Teaching Language-date due-**2/4**
3. PALS reading strategy grades 2-6 **and** PALS for high School-date date due-**2/21**
4. RTI part 3 reading instruction –date due-**3/14**
5. Addressing disruptive and non-compliant behavior part 1, acting out part 2 –date due-**3/28**
6. Classroom management part 1 and 2- date due-**4/11**

**Mercer IRIS Task is the following:**

1. Go to resources at top of the page
2. Next select the assigned topic
3. In second column select modules
4. Scroll down and select the assigned module
5. Go through all sections of this module
6. After viewing this write a detailed typed 3-page paper- What did you learn from the module? How would you use this in your instruction at a school?
7. You may want to print the outline out for the module before you go through the module. The outline appears on the bottom right when you open the module

**Total Data Points:**

0-10 points =0    10-20 points=1    20-30 points = 2

**Rubric for Iris assignment**

Possible points Per module paper (total 5 modules for a total of 25 possible points)	Unprofessional Quality 2 points	Needs Improvement 3 points	Acceptable Quality 4 points	Professional Quality 5 points
Written work	Global ideas with few specifics from the module or turned in late	Some ideas are included but reflection is too brief	Many ideas are included with basic facts and understanding of the modules	Ideas are clear and show a deeper understanding of concepts in module.
How to connect this to instruction in school	Broad and global response no specific ideas of how to incorporate this into a school setting	Some basic understanding of how to use the ideas but too brief lacking depth with connecting it to school setting	Understands how to use these ideas in a school setting	Clearly understands and writes with detail and depth how to use these ideas in a school setting.
<b>Module 1 _/5</b>	<b>Module 2 _/5</b>	<b>Module 3 _/5</b>	<b>Module 4 _/5</b>	<b>Module 5 _/5</b>
				<b>Total Points for Modules _/25</b>
				<b>Points for overall completion of project _/5</b>
				<b>Total points for Iris Project: ___/30</b>

**7. Class participation and attendance. (10 points)**

**Class participation and Attendance expectations**

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**

1. 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.

**Attendance Expectations (5 points)**

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**

Mercer materials and presentation (5, 6, 8, 9).....	<u>4 points</u>
Get Box.....	16 points
Math Lesson plans Jossey-Bass.....	6 points
Modified Test and Study Guide.....	3 points
Tucker Presentation and Reflection.....	25 points
Iris Project.....	30 points
Attendance .....	5 points
3 Quizzes.....	6 points
Participation.....	5 points
Total.....	100 points

**Grade Scale:**

**Total Possible Points:**

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

Date	Topic	Assignment	Readings
1-10	Introduction of course, sign-up sheets for Mercer and Tucker	Take materials from closet start making materials	Tucker -1 and 2 Mercer 1 and 2
1-17	Lesson plan design, differentiated instruction, stages of learning	<b>Iris</b> -Differentiated Instruction <b>due 1/24</b>	Tucker 3 and 4 Mercer 3 and 4
1-24	Assessing and Teaching Language	<b>Iris</b> –Diversity-Teaching Language- <b>due 2/14</b>	Tucker 5 and 6 <b>Present: Mercer 6 &amp; Tucker 5</b>
1-31	Assessing and Teaching Reading	<b>Iris</b> - PALS grades 2-6 <b>due 2/21</b>	Mercer 7 <b>Present Tucker 6</b>
2-7	Continue Reading Assessing and Teaching Spelling <b>Quiz at end of class</b>	Continue <b>Iris</b> - PALS – H.S. <b>due 2/21</b>	Mercer 8 <b>Present Mercer 8</b>
2-14	Teaching Handwriting and Written Expression <b>Student Workday</b>	<b>Jossey Bass 1</b> <b>due 2/28</b>	
2-21	Teaching Handwriting and Written Expression	<b>Iris</b> - RTI part 3 reading instruction <b>due 3/7</b>	Mercer 10, <b>Present Mercer 9</b> <b>Present Tucker 7</b>
2-28	Continue discussion on writing, look at writing rubrics	Continue to make materials for Get Box	Mercer 10, <b>Present Tucker 8</b>
3-7	Spring Break XU	<b>Iris</b> non-compliant behavior <b>due 3/28</b>	
3-14	Functional Behavior Assessment- review the process	Work in class with a small group	Class handouts <b>Present Tucker 9</b>
3-21	Social and Emotional Development (Speaker)	<b>Jossey Bass 2</b> <b>Due 4/4</b>	<b>Mercer -5 and Present Tucker 10</b>
3-28	<b>Quiz- adapt lesson from Tucker,</b> assessing math	<b>Iris</b> Classroom management <b>Due 4/18</b>	Mercer read 11
4-4	Teaching math	Continue to make materials for Get Box	Mercer -12,
4-11	Continue math materials <b>Quiz at end of class</b>	Make materials <b>Jossey Bass 3</b> <b>Due 4/25</b>	<b>Present Tucker 11</b>
4-18	Teaching Learning strategies (Speaker)	Continue to make materials for Get Box	Mercer 13, <b>Present Tucker 12</b>
4-25	Transitions	handouts	Mercer chapter 14, <b>Present Tucker 13</b>
5-2	Get Box Presentations-final exam	<b>Bring Get Box checklist to class</b>	Present Get Box to class