EDSE 423: Instructional Practices and Strategies in Literacy and Mathematics for Students with Disabilities

Course Meeting Information

Course Instructor
Instructor: 
Office: 
Phone: 
Office Hours: 

Course Materials
Required: Course Packet


Course Description: EDSE 423. Literacy and math instruction for students with disabilities (4) Specially designed instructional strategies and programming considerations for students with special needs in reading, written expression, and mathematics. Focus on a range of evidence-based interventions, curriculum, strategies and materials for addressing individualized student needs.

Course Rationale: This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:
- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center for Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and
- Council for Exceptional Children’s mission of “celebrating serving exceptional children.”

Consistent with WAC 181-78A-270 and with the objectives of the Department of Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the competencies listed below.

Learner Outcomes:
1. Students will describe literacy and mathematical characteristics and needs of students with mild disabilities.
2. Students will identify the key components of essential literacy (reading/written language) & mathematics curriculum and instruction for students with mild disabilities.
3. Students will distinguish effective components of literacy and mathematics materials.
4. Students will identify evidence-based strategies for meeting the needs of students with disabilities in literacy and mathematics instruction in general education classrooms.
5. Students will describe and demonstrate evidence-based specialized instructional practices and strategies to support the unique individualized needs of students with disabilities in literacy and mathematics.
6. Students will describe and apply a repertoire of assistive technology tools to support literacy and mathematics curricular access and instruction for students with disabilities.

**Performance Indicators & Competencies**

Center for Teaching and Learning Standards Evidenced in the Performance Indicators Below Include:

1.1. Candidates will demonstrate a subject matter knowledge in areas of endorsement
1.2. Candidates will demonstrate a thorough understanding of pedagogical content
1.3. Candidates will demonstrate a thorough understanding of professional and pedagogical knowledge and skills.

WAC Standards Addressed Include: WAC 181-270(1) Teacher Candidates will complete a well-planned sequence of courses and in which they acquire and apply knowledge about:

*(b) the subject matter content for the area(s) they teach, including relevant methods course knowledge and skills for each area of endorsement for which the candidate is applying;*

*(i) Research and experience-based principles of effective practice for encouraging the intellectual and personal development of students;*

*(n) Area of exceptionality and learning, including but not limited to, learning disabilities, perceptual difficulties, and special physical or mental challenges;*

*(o) Effective instructional strategies for students at all levels of academic abilities and talent and the awareness of culture and gender on student learning.)*

*(s) Planning and management of instruction based on the knowledge of the content area and the curriculum goals.)*

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<tr>
<th>Performance Indicators</th>
<th>Standards and Competencies: Students Will</th>
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<tr>
<td>Reading Case Study that will include appropriate long and short term objectives for the designated student scenario, a description of appropriate strategies a special education teacher would use (with research support), and a lesson plan focusing on one of the objectives demonstrating one of the strategies described.</td>
<td>Identify and apply scope and sequence of general and special curricula and instructional materials, including the EALRs and GLEs (WA-COMP SE 4.2)</td>
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<td>Written Expression Case Study that will include appropriate long and short term objectives for the designated student scenario, a description of appropriate strategies a special education teacher would use (with research support), and a lesson plan focusing on one of the objectives demonstrating one of the strategies described.</td>
<td>Discuss, compare, and use research-based methods for increasing positive impact on student learning in reading, mathematics &amp; written expression (WA-COMP SE 4.3)</td>
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<td></td>
<td>Use reading methods appropriate to individuals with disabilities (CEC/CC: GC4S4)</td>
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<td>Relationships among disabilities and reading instruction (CEC/CC: GC7K4)</td>
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<td>Implement systematic instruction in teaching reading comprehension &amp; monitoring strategies (CEC/CC: GC4S14)</td>
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<td>Enhance vocabulary development (CEC/CC: GC6S1)</td>
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<td>Teach strategies for spelling accuracy and generalization (CEC/CC: GC6S2)</td>
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<td>Teach individuals with disabilities to monitor for errors in oral and written language (CEC/CC: GC6S3)</td>
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<td>Use research-based methods to teach reading, mathematics and written expression (WA-COMP SE 7.4.8)</td>
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<td>Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language (CEC/CC: GC4S16)</td>
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<td>Teach strategies for organizing &amp; composing written products (CEC/CC: GC4S15)</td>
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<td>Performance Indicators</td>
<td>Standards and Competencies: Students Will</td>
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<td>Mathematics Case Study that will include appropriate long and short term objectives for the designated student scenario, a description of appropriate strategies a special education teacher would use (with research support), and a lesson plan focusing on one of the objectives demonstrating one of the strategies described.</td>
<td>Teach methods and strategies for producing legible documents (CEC/CC: GC6S4)</td>
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<td>Describe methods for increasing accuracy &amp; proficiency in math calculations &amp; applications (CEC/CC: GC46)</td>
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<td>Use methods to teach mathematics appropriate to individuals with disabilities (CEC/CC: GC4S5)</td>
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<td>Read and critically apply research and evidence-based practices (WA COMP SE: 7.6.7)</td>
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<td>• Competency Demonstrations</td>
<td>Discuss pre-referral prevention and intervention strategies, including all levels of response to intervention specific to literacy and mathematics content (WA-COMP SE: 4.7)</td>
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<td>Demonstration of strategies and lesson plan used to effectively address case study goals and objectives.</td>
<td>Teach learning strategies and study skills to acquire academic content (CEC/CC: GC4S3)</td>
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<td>Identify research-based strategies for skill acquisition in academic content (WA-COMP SE 4.5)</td>
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<td>Identify characteristics of research-based instructional methods and curricular materials in reading, written expression and mathematics for students with disabilities. (WA-COMP SE 4.6)</td>
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<td>• Activities</td>
<td>Ways to use technology in planning and managing the teaching and learning environment [WA-COMP SE 4.9]</td>
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<td>Choose and use technologies in the instructional process incorporating assistive technologies into the educational program for reading, written language, and mathematics [WA-COMP SE 7.3.9; CEC/CC: GC5S2].</td>
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<td>Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues [WA-COMP SE 7.6.4; CEC/CC 9S10]</td>
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Course Topics:
- Effective Instructional Planning, Including Use of the Phases of Learning (acquisition, fluency building, guided practice, generalization, and maintenance) in instructional planning
- Direct Instruction
- Behavioral Model of Teaching
- Teaching Basic Concepts (example/non-example)
- Strategies for individualized learning in reading, written expression and math
- IEP Curriculum Specific Issues: LRE, FAPE, Assessment Modifications, EALRs & WACs
- Adaptations & Modifications of Curriculum
- Curriculum Design and Decision Making
- Curriculum Issues related to Culturally & Linguistically Diverse Exceptional Learners
- Essential Components & Effective Curriculum Materials
- Assistive Technology & Curriculum
- Using and Implementing Curriculum in the

Methods of Instruction: Instruction in this course will consist of lectures, presentations, teaching demonstrations, videos, class discussions, class group work, projects and technology applications. In-class activities may include both individual and group projects and competency demonstrations. There may be group and individual assignments, both in and out of class.

Assessment: Performance Indicators

1. Case Studies: Reading, Written Expression, Mathematics goals and objectives and lesson plan for inclusion in the rough draft portfolio.

2. Competency Demonstrations: presentation of lesson plan and strategies for one of the case studies: reading, written expression or mathematics

3. Spot Checks/Other Activities – PGAs
In-Class Activities, and/or Assignments which may include opportunities to complete in-class/out-class activities and other related assignments (e.g., classroom budgeting activity, chapter reviews, etc.). There may be only one opportunity for these activities. Missed in-class PGAs may not be made up.

4. Professionalism
One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments, being prepared for class, being on time and ready to participate. Professionalism also means involvement. Involvement includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one’s own.

One measure of professionalism will be student Attendance. Class attendance is mandatory and roll will be taken at each class session. Any absences beyond the first class session will result in a loss of professional points, unless a confirmed emergency absence with the instructor. There may be times when you will need to be absent from class for emergency purposes All emergency absences should be reported through the Office of Student Affairs.
Grading: All activities listed must be completed/submitted in order to satisfactorily complete this course. Points will be awarded for completion of the activities of this course as follows:

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<tr>
<th>Assignment</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
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Grading Scale

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<tr>
<th>Grade</th>
<th>265-270</th>
<th>257-264</th>
<th>249-256</th>
<th>240-248</th>
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<tbody>
<tr>
<td>A</td>
<td>232-239</td>
<td>224-231</td>
<td>216-223</td>
<td>208-215</td>
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<tr>
<td>A-</td>
<td>224-239</td>
<td>216-223</td>
<td>208-215</td>
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<td>B+</td>
<td>216-223</td>
<td>208-215</td>
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<tr>
<td>B-</td>
<td>181-207</td>
<td>176-180</td>
<td>167-175</td>
<td>0-166</td>
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<tr>
<td>C+</td>
<td>176-180</td>
<td>167-175</td>
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<td>C</td>
<td>167-175</td>
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<td>D+</td>
<td>224-231</td>
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<td>F</td>
<td>208-215</td>
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According the CWU catalog:

- The highest grade, "A," is reserved for those students who have excelled in every phase of the course.
- The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."
- A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who have demonstrated some degree of superiority.)
- The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.
- The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Class Policies:

- **Quality standards for Assignments:** Assignments are to consist of neat, accurate, and well-prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.
- **Late Assignments:** All materials must be submitted in a timely manner. No late assignments will be accepted after 5:00 PM on the final day of the quarter. Part of professional development is submitting assignments on time. **Late assignments will lose 10% of total points per day following the due date.**
- **Make up for Assignments:** Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.
- **Incomplete grades** will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
- The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course.
ADA Statement:
Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact the ADA Compliance Officer of Disabled Student Services and Student Assistance on CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography:

Classic References
On-Line Resources
Office of the Superintendent of Public Instruction Washington (OSPI)
   http://www.k12.wa.us
   * At the Curriculum and Instruction Link You Will Find EALRS, GLES, and
   Documents Supporting Adaptations in Core Curriculum
OSPI Special Education
   http://inform.ospi.wednet.edu/sped/speced.html

Council for Exceptional Children  http://www.cec.sped.org/

Curry School of Education at the University of Virginia. Office of Special Education.
   http://www.curry.edschool.virginia.edu/go/cise/ose/
LDOnline.  http://www.ldonline.org

National Center to Improve the Tools of Educators.  http://www.idea.uoregon.edu/~ncite/


Washington Talking Book and Braille Library.
   http://www.spl.lib.wa.us/wtbbl/wtbbl.html

Do-It Program.  http://www.washington.edu/doit

Professional Journals
   Academic Therapy                Journal of Learning Disabilities
   American Education Research Journal  Journal of Reading
   American Journal of Mental Deficiency  Journal of Special Education
   Behavior Therapy                 KAPPAN
   Child Development                Language Arts
   The Clearing House               Learning Disability Quarterly
   Education Digest                 Mental Retardation
   Educational Leadership           Phi Delta Kappa
   The Elementary School Journal   The Reading Teacher
   Exceptional children             Remedial and Special Education
   Gifted Child Quarterly           Research in Childhood
   Intervention in School and Clinic  The Science Teacher
   Journal of Applied Behavior Analysis  Teaching Exceptional Children
   Journal of Educational Research

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