

AUGUSTA STATE UNIVERSITY

College of Education

Department of Educational Leadership, Counseling and Special Education

**SPED 4002 - C
INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES
IN GENERAL EDUCATION SETTINGS**

**SPED 4002-C- INSTRUCTIONAL STRATEGIES FOR TEACHING STUDENTS WITH
DISABILITIES IN GENERAL EDUCATION SETTINGS (3-0-3)**

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Room Number: Allgood Hall E354

Course Description: This class describes methods for teaching students with special needs in the general education classroom setting. It includes characteristics of the most common disabilities as well as collaborative interactions with special education teachers. The course covers pre-referral and referral procedures; research-based instructional methodologies; materials, strategies, and techniques; and assistive technologies. **Thirty hours of field experience is required in a general classroom containing students with disabilities.**

Textbooks - Required Readings:

Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Upper Saddle River, NJ: Pearson.

Textbooks – Optional

American Psychological Association (2009). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

LiveText

All students who will declare education as a major, will be seeking certification and/or admission to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that

allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Georgia View

In addition to Live Text All students need to become familiar with Georgia View. This is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will **upload assignments, and other required documents** into *Georgia View*.

Course Objectives

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for general and special educators to support students of diverse needs and abilities by demonstrating the following competencies:

The student will:

- 1) Cite definitions of disabilities according to IDEA and identify major characteristics of each. PSC/NCATE 1, 7; INTASC 1,2; BOR IIB(1); CEC: CC1K1-8, GC1K1,4,6,8, GC2K3-5
- 2) List pre-referral and referral procedures for special services and note procedural due process and parental rights. PSC/NCATE 1,7; INTASC 1; BOR IIB(1); CEC: CC1K4-6,GC1K3-5, 8
- 3) Demonstrate knowledge of research-based teaching methodologies, strategies, and techniques to meet the diverse needs of students with diverse needs and abilities. PSC/NCATE 1,3; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4
- 4) Understand technological advances to meet the needs of individuals with disabilities. PSC/NCATE 1; INTASC 3,4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4
- 5) Adapt and modify a lesson plan to meet the needs of students with a specific disability and/or multiple abilities; provide additional strategies and activities that may be needed to facilitate maximal achievement. PSC/NCATE 7; INTASC 7,8; BOR IIB(3); CEC: CC7K1-3,CC7S10,11
- 6) Foster acceptance and willingness to teach individuals with disabilities. PSC/NCATE 1.4; INTASC 1,5,10; BOR IIB(3); CEC: GC7K1,3, CC8S8, CC9K2, CC10S7, 9, CC1S1
- 7) Demonstrate proficiency in oral and written communication. PSC/NCATE 8; INTASC9;BOR II; CEC: CC9S7,8,9

College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State

University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

FACULTY: For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.

A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.

R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).

R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

Students in SPED 4002 will learn and discuss different disability categories and how students are referred, as well as practical inclusion strategies that can be used in their general education classrooms. Students will have the opportunity to apply these practical strategies in an authentic setting. Particular attention will be given to inclusion strategies that benefit all students in the general education setting.

Methods of Instruction

SPED 4002 introduces general education candidates into the field of special education and offers practical applications to be used in the general education setting. This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. Additionally, class discussions, group work, and individual projects will comprise the participation component of your grade.

Course Schedule

Week 1 (01/23/12): Course Overview <ul style="list-style-type: none">• Review course requirements and syllabus• Overview of Georgia View/Livetext• Overview of Field Experience	Week 9 (03/19/12): No Class Lab Class
Week 2 (01/30/11): Overview of Special Education <ul style="list-style-type: none">• Chapter 1: Foundations of Special Education (History & Legal Foundations)• Chapter 2: Special Education Procedures and Services	Week 10 (03/26/112): No Class Lab Class
Week 3 (02/06/12): Overview of Special Education Readings: <ul style="list-style-type: none">• Chapters 3 Discussion Topics: <ul style="list-style-type: none">• Inclusion• Collaboration Activity <ul style="list-style-type: none">• APA Module due	Week 11 (04/2/12): Spring Break
Week 4 (02/13/12): Overview of Special Education Readings:	Week 12 (04/9/12): Lab Class

<ul style="list-style-type: none"> • Chap. 4 & 5 <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Response to Intervention • Classroom Management/Positive • Behavior Interventions and Supports 	
<p>Week 5 (02/20/12): No Class: Lab Day</p> <p>Meet with your mentor teacher at your field experience placement</p> <ul style="list-style-type: none"> • 	<p>Week 13 (04/16/12): No Class Lab Class</p>
<p>Week 6 (02/27/12): Overview of Exceptionalities</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 6 <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Students with Low-Incidence Disabilities <p>Class activities</p> <ul style="list-style-type: none"> • Journal review #1 Due 	<p>Week 14 (04/23/12): Instructing Students with Disabilities in the Classroom</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapters 9 & 10 <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Instructional Strategies <p>Activity</p> <ul style="list-style-type: none"> • Lesson Plan Due
<p>Week 7 (03/05/12): Overview of Exceptionalities</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 7 <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Students with High Incidence Disabilities <p>Class Activities:</p> <ul style="list-style-type: none"> • Journal review #2 Due 	<p>Week 15 (04/30/12): Instructing Students with Disabilities in the Classroom</p> <p>Readings</p> <ul style="list-style-type: none"> • Chaps 11-13 <p>Discussion Topics</p> <ul style="list-style-type: none"> • Evaluating Student Learning • Responding to Student Behavior • Building Social Relationships <p>Class Activities:</p> <p>Lab Reflection Presentations (Papers are due before the start of class)</p> <p>Readings</p>
<p>Week 8 (03/12/12): Overview of Exceptionalities</p>	<p>5/7/2012 – Final Exam</p>

Readings: <ul style="list-style-type: none"> • Chapter 8 Discussion Topics: <ul style="list-style-type: none"> • Other Exceptionalities - Section 504, GT, & CLD Activities <ul style="list-style-type: none"> • Midterm 	
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Performance Assessment(s)

Field Experience

This course requires 30 hours of direct contact with students with disabilities.

In order to receive credit for the course, students *must* complete all 30 hours **no later than 04/26/2012** and have turned in *all* required forms throughout the semester.

Students are also responsible for turning a field experience evaluation to be completed by their mentor teacher or, if already teaching, by their direct supervisor. Additionally, a background check must be completed (this should have already been completed) and liability insurance purchased, *before* beginning your field experience.

Grade Scale

100 – 90 = A 89 – 80 = B 79-70 = C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

Assignment Details

Assignments	Due Dates	Points
Attendance, discussions and participation	Varies	5
APA Module	02/06/2012	5
Journal Reviews (x2)	Varies (02/27/12 & 3/05/12	10 (@ 5 pts. Each)
Lab Reflection Paper	4/30/12	20
Midterm	3/12/12	25
Lesson Plan	4/23/12	10
Final	5/7/2012	25
Total points		100

Attendance and Participation:

Students are expected to come to class prepared to participate. Both attendance and participation will be recorded for each class.

Journal Abstracts Activity:

Students are required to prepare two (2) abstracts over a topic of their choice related to Special Education. Students will follow the abstract format which can be found on *LiveText, Georgia View* and Appendix A. Students will upload their completed assignment onto *Georgia View*. Completed assignment will include a properly formatted (APA 6th ed.) cover page followed by an abstract and the journal review.

Lesson Plan:

Students are required to complete a lesson plan for a lesson of their choosing. The student will need to base the lesson plan on a special needs student in their classroom. Student will choose one or more disability categories and then describe the characteristics associated with the chosen disability. The student will then complete the lesson plan template (Appendix B).

Lab Reflection Paper:

The Reflection Paper is a 3-5 page essay in which you will describe the following: **Be sure to use APA format 6th ed.**

- a) Type of class (i.e., general education, special education, inclusive, etc.).
- b) The age(s) and grade level(s) of the students.
- c) Number of students and number of adults in the setting.

In addition, you should discuss your fieldwork activities, the ways in which the field experience intersected with information presented in this course, your thoughts and feelings regarding the experience, specific knowledge about teaching that you gained from this experience and your major contributions during this experience. **Appendix C** and *LiveText/Ga View* contain a copy of the grading rubric.

Please carefully review the rubric provided by your instructor for the specific requirements of this reflection paper. You are also required to present your Reflection Paper to the class in a 5 minute presentation. Grading rubric can be found in the syllabus on **Appendix C** and *Georgia View and LiveText*. You will notice that on the rubric the highest score you will receive is a 16. I will convert this into a score out of 20 points based on 4 points towards presentation. Final paper will need to be uploaded onto *LiveText and Ga View*.

Midterm:

A midterm will be given covering the first half of class (chaps. 1-8) and discussions covered throughout the course. The exams will be derived from both class lectures/discussions and the textbook. Exams may incorporate any of the following: multiple choice, true or false, short answer, and short essay questions. A review will be posted on *Ga. View*.

Final:

A final will be given covering the final chapters (9-13) and discussions covered throughout the course. The exams will be derived from both class lectures/discussions and the textbook. Exams may incorporate any of the following: multiple choice, true or false, short answer, and short essay questions. A review will be posted on

Ga.View

FIELD EXPERIENCE REQUIREMENTS:

Please use the following link to obtain all necessary information and required handouts http://www.aug.edu/field_experience/sped4002-handbook.php

SPED 4002 requires 30 hours of direct contact with students who are at risk or have disabilities.

Most students will complete this lab assignment in a general education classroom with students who have been classified as having disabilities, or are demonstrating significant problems in learning. This is consistent with a general systemic trend toward inclusion in most school systems, both locally and nationally. There may, however, be exceptions to this, which will be determined by discussing the exact nature of the placement with the instructor of this course.

The basic concept that defines your field experience for this class is *service-learning*. *Service Learning* is often defined as engaging in activities that will help you to connect what you have learned in the classroom with some form of community service. Through this experience, you will expand on your knowledge base regarding disabilities, and students with various difficulties in school, as well as the way schools and school personnel work—but you will *also be contributing your own talents, skills, knowledge, and abilities* to a local school, and most importantly, to the students of that school. Thus, you should be active participants, to the greatest extent possible, in the classrooms where you do your field experience.

The teacher of your classroom is the person whose professional judgment will determine the exact nature of your tasks. Please defer to the teacher, and that teacher's professional judgment in all matters, at all times. Present yourself as a volunteer in the teaching and learning process, and begin by asking the teacher what you can do to assist in this process. When given these opportunities, consider what you have learned about disabilities and special education to ask yourself these questions: What can I do to help? How can I present this concept or instruction in another way, a better way for this student? It is important that you attempt to connect your academic knowledge with *experience*, as you consider whether or not this system that we call “special education” actually works. Always be positive and upbeat. It is in the nature of special education—and inclusive education—that we embrace working with students who present extraordinary challenges to teachers and school systems. It is also fairly common for these students to attain successes and achievements that some might not believe possible. So be positive, and keep your expectations for success high. Here some possibilities for ways in which you can volunteer your service to students with disabilities in general classrooms:

- ✂ *Tutoring a student in an area of difficulty*
- ✂ *Providing one-to-one assistance with class work*
- ✂ *Listening to students read*
- ✂ *Assisting students in writing*
- ✂ *Reading to students material which is above their reading level*
- ✂ *Checking students for comprehension of previously read material*
- ✂ *Teaching a simple skill to individuals or small groups*
- ✂ *Supervising independent activities, such as learning centers*
- ✂ *Administering simple assignments*
- ✂ *Helping students study for tests or quizzes*
- ✂ *Helping students check their own work*

Your teacher may ask you to assist in other ways. Be as helpful as you can. Ask questions if you don't understand or need clarification. Incorporate as many different types of assistance into your lab experiences as are practical for the teacher, the students, and you. This will add to the relevance of your experience.

****Full and proper Field Experience documentation (ie. Evaluations, completed hours, etc) is required for a passing grade in this course, as well as for certification in Georgia. ****

Other Important Information

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2011–12 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.46)

MyASU Account

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms

- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to [GeorgiaVIEW Vista](#) (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your myASU account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education

Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-

1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

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APPENDIX A

Abstract Format

Students are responsible for choosing 2 journal articles over any special education topic. The following template will need to be completed for *each* article. A properly completed form will usually be no longer than 2 pages. When completing this form, remember to **provide details and give specifics**. Each abstract is worth ten (5) points.

1. Cover page
2. Abstract
3. Describe the purpose of the article?
4. What significant points were made in the article?
5. What information from this article can you use in the future and how? Be specific with detail.
6. References: Provide full bibliographic information (use APA format):

Appendix B

Lesson Plan Format (sample)

Teacher Candidate _____ Date _____

Grade and Topic _____ Length of Lesson _____

Mentor Teacher _____ School _____

Unit/Chapter Objective (Generalization, Big Idea):

- List the unit objective for which this lesson is part
- What will the students learn/ be able to do as a result of this lesson

Lesson Objective:

- List the specific content learning goals and objectives for this lesson
- Note any goals or expectations related to student participation in the lesson

Standards Addressed:

- List the State/District standards addressed in the lesson

Materials :

- List the handouts, notes, books, and other materials you will need for the lesson

Background and rationale:

- What are the key concepts for the lesson?
- What is the critical academic language (general and technical) that must be addressed in this lesson?
- How does this lesson connect with and build on the previous lesson(s)?
- How do you expect to build on this lesson in subsequent lessons?

Procedures and Timeline:

- **Introduction:** What will you do to help the students become focused or motivated to learn in this teaching segment?
- **Procedures:** Provide a sequential (step by step) description of the procedures and activities for the lesson
 - **Include:**
 - Approximate times with each step of the lesson
 - Directions you may need to give or key questions you intend to ask
 - Possible alternatives to the activity, or examples
- **Closure:** What do you have planned to close the lesson?

Assessment Evidence:

- Provide the formative and/or summative assessments that are part of this lesson
- Make sure there is a clear link between the Goals and Objectives and the Assessments

Modifications:

- List specific modifications for students who did not master the objectives
- List specific modifications for students who are ready for enrichment activities

Appendix C

Lab Reflection Rubric

Name:

	Unsatisfactory (1 pt)	In Progress (2 pts)	Proficient (3 pts)	Exemplary (4 pts)	Your Score
Identification of Characteristics of Students with Disabilities (1, 25%)	Candidates fail to describe at least 3 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 3-4 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 5-6 typical characteristics of students with disabilities, as referenced in the text.	Candidates clearly describe 7 or more typical characteristics of students with disabilities, as referenced in the text.	
Identification of Strategies for Teaching Students with Disabilities (1, 25%)	Candidates fail to clearly describe strategies/techniques for teaching students with disabilities, as observed in the field experience.	Candidates clearly describe 1-2 strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.	Candidates clearly describe 3 strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.	Candidates clearly describe 4 or more strategies/techniques for teaching students with disabilities, as observed in the field experience. Students have the option of clearly describing one or more alternative strategies/teaching techniques that could have been used in specific situations, to complete the total of strategies/techniques given.	
Mechanics (1, 25%)	Many grammatical, spelling, mechanical, or punctuation errors. APA not correctly followed.	A few grammatical, spelling, mechanical, or punctuation errors. APA style not correctly followed.	Almost no grammatical, mechanical, spelling, or punctuation errors. APA style followed.	No grammatical, mechanical, spelling, or punctuation errors. APA style followed.	
Organization	Information is	The information	Information is	Information is	

n And Accuracy (1, 25%)	completely disorganized and largely inaccurate.	appears to be somewhat disorganized, and some information is not correct and factual.	organized but paragraphs are not well-constructed, and/or a few factual errors are noted.	very well-organized with well-constructed paragraphs, and all information is factual and correct.	
Presentation	0 Student was not present and did not present their reflection			4 The student presented their project	
Total (20)					