

# UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

**UNIT:** School of Education

**DEPARTMENT:** Specialized Education Services

## **COURSE SYLLABUS – (Fall 2005)**

must use UNCG email and must use traditional capitalization and punctuation

1. **Course Prefix and Number:** SES 472
2. **Course Title:** Teaching Students with Learning Disabilities and Behavioral Disorders II
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:** SES 250: Introduction to Professions in Specialized Education Services, SES 252: Survey of Learning Disabilities and Behavior Disorders, or permission of the instructor; Concurrent with SES 350C Interprofessional and Instructional Field Experience.
5. **For Whom Planned:** Undergraduate level students seeking the LD/BED initial teacher licensure.
6. **Instructor Information:**

Instructor:	Lauri Susi, M.Ed
Office:	Ferguson 201
Phone:	336-669-1236 Cell ( Do not call my office number)
e-mail:	lwsusi@uncg.edu
Office Hours:	by appointment
Class Meetings:	Thursdays 4-6:50 in Graham 307
7. **Course Purpose/Catalog Description:** SES 472, a companion course to SES 471, is designed to provide teachers of students with mild and moderate disabilities with knowledge of (1) curricular and instructional practices in mathematics, (2) organizational procedures, (3) behavioral interventions and strategies, (4) procedures for developing individualized instruction in the least restrictive educational environment. Continued development of instructional competencies needed for the day-to-day operation of programs for students with mild and moderate disabilities is emphasized. Educational assessment and planning, lesson design, unit design, and instructional materials analysis in mathematics is covered. Participants will also demonstrate the ability to design individualized instructional accommodations and modifications to enhance the inclusion of students with mild and moderate disabilities into general education classrooms.
8. **Teachers Academy Conceptual Framework Mission Statement:** The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all

participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. **Course Goals and/or Objectives/Student Learning Outcomes:** Upon completion of this course, students will demonstrate their understanding of:

- a) The implications of the reauthorization of the Individuals with Disabilities in Education Act (IDEA) for programs and services for students with disabilities.
- b) Principles of effective classroom organization and management for service delivery of special education services.
- c) Empirically supported methods for improving math performance by developing and implementing instructional plans, (daily lessons and long term units) for students with mild and moderate disabilities.
- d) The ability to utilize informal classroom assessment information to develop and evaluate instructional programs in mathematics.
- e) The ability to effectively use strategies and study skills that assist students in self-monitoring and/or self-checking of progress when working on concrete, representational and procedural math activities.
- f) A perspective on best practice in teaching mathematics for students with diverse learning needs.
- g) How to plan units of instruction that address the standard course of study as well as IEP goals within the inclusive classroom.

10. **Teaching Strategies:** lectures, modeling, readings, on-line assignments and discussions, in-class activities, on-line activities, demonstrations and student demonstrations.

11. **Evaluation Methods and Guidelines for Assignments:**

**Course Requirements:**

- a) Attendance and Class Participation: You are expected to attend and be on time for all classes. There will be graded activities shared and/or completed during classes. If you must miss a class, you must notify me before class. You are responsible for any concepts missed, but you cannot typically make up the activities. Be aware that your grade may be impacted by both tardiness and absences. You are expected to actively engage in class discussions and activities. You are expected to listen attentively when others are speaking, interact appropriately, and take initiative for your own learning. Any distractions caused by you during class will result in a lower grade.
- b) Preparation: You are expected to prepare all assigned materials before class in order to better participate in class discussions. You should be prepared to share your opinions and contribute appropriately to class activities. You should also be ready to discuss

major points from any assignments and/or projects that are due in class. You can earn points for constructive participation and lose points for disruptive participation.

- c) Math Unit Plan: You will plan a series of 5 lesson plans that include explicit instructional procedures, activities and materials for teaching a math unit. Your lesson will include an assessment using one or more types of evaluation measures such as progress graphs and charts, performance records (curriculum-based measurement), and process records (portfolios, learning logs, and dialogue journals). You will video-tape yourself teaching one of your lessons for a peer and self-evaluation assignment conducted in SES 350C. This video will also be evaluated by the instructor. This project is a major part of the grade.
- d) Comprehensive Final Examination. You are expected to complete the assessment during the scheduled time. If this is not possible, it is your responsibility to make alternative arrangements with me prior to the time of the assessment. Accommodations will not be made during the exam or after the exam.
- e) Group Presentation: You will work in a group of no more than 4 to model a series of math lessons that implement the use of “tubbing” or centers in delivering conceptual knowledge, utilizes technology and implements strategies for moving students from conceptual understanding to procedural knowledge. You will be expected to use your text as a tool in creating the lesson. An outline elaborating on each area must be provided at the time of the presentation. Presentations will correlate with topics presented in class. Additional information will be provided during the September 1 class.
- f) Strategies Notebook: You will create a notebook that contains strategies to support students in learning. The notebook must be organized around the NCTM standards. Students should include strategies presented in SES 472 and SES 350C classes, from the textbook and found in research. This is not a compilation of worksheets but must include materials created and ready for implementation.
- g) Work Completion: You are required to complete weekly assignments related to topics covered in class. You are expected to complete all projects and other assignments as scheduled throughout the semester. Separate handouts and/or postings on Blackboard will detail the criteria for these assignments. Should you choose to exceed the required deadlines, a five points per day penalty may be assessed. Breaches of student confidentiality may result in additional point loss.
- h) Professionalism: You are expected to present yourself in a professional manner practicing academic integrity at all times. This includes but is not limited to the use of correct grammar and spelling in your assignments along with the absolute avoidance of plagiarism. Remember that your academic integrity is a critical component of your effectiveness.

## Grading:

### Assignments:

Informed class participation/Evidence of engagement in learning*	10%
Strategies Notebook containing activities/assignments	15%
Math Unit	30%
Final Exam	10%
Assignments and Reading Responses	20%
Group Presentation	15%

\*Note: Informed class participation means that your responses show a clear connection to course concepts and materials. You should be prepared to discuss the readings and your experiences/ideas in the context of those readings. Evidence of engagement in learning can be shown with preparedness, on-time attendance, effort to complete in-class activities thoroughly, positive non-verbals, respect for others, improvement, and self-advocacy.

### Grading Scale:

A = 95-100	A- = 90-94	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

## 12. Required Text(s)/Readings/References:

Van De Walle, John. A.. (2005). *Elementary and Middle School Mathematics: Teaching Developmentally-5<sup>th</sup> ed.* Pearson Education, Inc.

Some materials may be placed on EReserve for students to access.

Materials and links to websites will be placed on Blackboard for students to access.

## 13. Topical Outline: Tentative Schedule:

Date	Topic and Activities	Assignments and Responsibilities
8/18/05	Course Overview; Assessing present status NCTM Standards & Instructional Domains Cooperative Group Activity--Strands	Review handouts, syllabus NCTM math site assignment Chapters 1-3 Complete Writing to Learn #3
8/25/05	Foundations of Teaching Math Planning and Delivery of Instruction	Chapters 3 and 6 Be prepared to share 8/18 assignments
9/1/05	Assessing Student Levels and Performance Curriculum Based Assessments Error Analysis Observation Creating Rubrics	Chapter 4 and 5 <b>Sign-up for group presentation date</b> Website assignment
9/8/05	Developing Conceptual Understanding	Chapters 9 and 10

	Numbers and Operations Tubbing	Begin Group Assignment Website Assignment
9/15/05	<b>Online Class</b> Mastering Basic Facts Teaching Procedural Understanding Strategies for procedural applications	Chapters 11 and 13 Online PowerPoint Presentation with related activities Online Discussion Questions
9/22/05	Numbers and Operations: Whole Numbers and Place Value <b>Group 1 Presentation</b>	Chapter 12 Literature Lesson Plan
9/29/05	Numbers and Operations: Place Value Unit Planning <b>Group 2 Presentation</b>	Additional Readings and Unit Overview
10/6/05	Developing Fraction Concepts <b>Group 3 Presentation</b>	Chapters 15-16 Online Websites for Fractions, Questions for response posted on Blackboard page 279 Discussion #3
10/13/05	Decimals <b>Group 4 Presentation</b>	Chapter 17 CEC Research Article Review
10/20/05	<b>Online:</b> Data Analysis	Group discussion on Blackboard Website Review Spreadsheet Activity
10/27/05	Algebra <b>Group 5 Presentaton</b>	Chapter 22-23 Website/Software Assignment
11/3/05	Algebra	<b>Unit Plan Due</b>
11/10/05	Online:Geometry	Group discussion on Blackboard Questions for response posted on Blackboard Website Review and Activity
11/17/05	Putting it all together, Planning, organizing and Delivering instruction strategies, specific programs	<b>Notebooks due</b>
11/24/05	Thanksgiving Break	<b>Prepare for Final Examination</b>
12/1/05	CHAMPS with Mrs. Parnell Student Teaching Requirements	Preparation for Student Teaching
12/1/05	Final Evaluation	An online or take home exam will be due by midnight of 12/1/05

#### 14. Other Information:

**Academic Integrity:** Students in this course are expected to abide by the UNCG academic honor code. This policy is described in the UNCG *Undergraduate Bulletin*.

Plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and proper citation. Remember that plagiarism is a very serious

offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class may result in a zero on that assignment and a report of the incident to the registrar.

**Flexibility:** The schedule subject to change due to changes in instructional needs or unforeseen situations, such as weather. Students will be consulted before a change is made. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

**Accommodation for Disability:** If a student has a health problem or disability that may impact on the student's performance, the student must schedule an appointment with the instructor before the third class meeting to discuss accommodations.

**APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed.

16. **Alignment with State and National Standards:** Course objectives are based on the CEC and NC DPI standards. See attached matrices

Council for Exceptional Children Standards  
UNCG – Special Education: General Curriculum

<b>Content Standards</b>	<b>SES 250</b>	<b>SES 465</b>	<b>SES 466</b>	<b>SES 472</b>
<b>Foundation</b>	X			
<b>Development &amp; Characteristics of Learners</b>	X			
<b>Individual Learning Differences</b>	X			
<b>Instructional Strategies</b>		X	X	X
<b>Learning Environments &amp; Social Interactions</b>		X	X	
<b>Communication</b>				X
<b>Instructional Planning</b>		X	X	X
<b>Assessment</b>			X	
<b>Professional &amp; Ethical Practice</b>		X	X	
<b>Collaboration</b>	X	X		

NC DPI Core Standards  
UNCG – Special Education: General Curriculum

Core Standards	SES 250	SES 465	SES 466	SES 472
<p><b><u>Standard 1:</u></b> Teachers know the content they teach.</p>		1.1-1.4		
<p><b><u>Standard 2:</u></b> Teachers know how to teach students.</p>		2.2, 2.3, 2.6, 2.7, 2.10, 2.11		2.5, 2.6, 2.8
<p><b><u>Standard 3:</u></b> Teachers are successful in teaching a diverse population of students.</p>	3.1	3.1, 3.2, 3.4	3.4	3.4
<p><b><u>Standard 4:</u></b> Teachers are leaders.</p>		4.1-4.6		
<p><b><u>Standard 5:</u></b> Teachers are reflective about their practice.</p>		5.1-5.4		
<p><b><u>Standard 6:</u></b> Teachers respect and care about students.</p>		6.1-6.4		

UNCG – Special Education: General Curriculum

Special Education Standards	SES 250	SES 465	SES 466	SES 472
<b>Standard 1:</b> Teachers have a knowledge base for each of the basic skills in language arts and mathematics.				1.3
<b>Standard 2:</b> Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students.				2.1, 2.2
<b>Standard 3:</b> Teachers teach students to use behaviors that promote success in the learning environment.			3.1-3.5	3.2
<b>Standard 4:</b> Teachers organize effective student learning environments.			4.3	
<b>Standard 5:</b> Teachers use a variety of assessment techniques to determine instructional content, instructional procedure, and documentation of student learning and progress.				
<b>Standard 6:</b> Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.		6.1-6.3		6.3
<b>Standard 7:</b> Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.		7.2, 7.4, 7.6		7.5
<b>Standard 8:</b> Teachers use knowledge about cultural, socio-economic, and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	8.1			
<b>Standard 9:</b> Teachers know the process and procedures for providing special education services.	9.1	9.2-9.4		
<b>Standard 10:</b> Teachers collaborate and consult with general education teachers, parents, and other professionals.		10.3, 10.4		
<b>Standard 11:</b> Teachers pursue continued professional development and learning to improve schools and advance knowledge.		11.1		

UNCG – Special Education: General Curriculum

Diversity Standards	SES 250	SES 465	SES 466	SES 472
<p><b><u>Standard 1:</u></b></p> <p>Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</p>	1.3	1.2	1.3	1.1
<p><b><u>Standard 2:</u></b></p> <p>Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p>		2.1-2.3		2.1
<p><b><u>Standard 3:</u></b></p> <p>Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.</p>	3.3	3.4		
<p><b><u>Standard 4:</u></b></p> <p>Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	4.3	4.4	4.4	4.4
<p><b><u>Standard 5:</u></b></p> <p>Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.</p>		5.1-5.3		
<p><b><u>Standard 6:</u></b></p> <p>Teachers of diverse students are reflective practitioners who are committed to educational equity.</p>		6.1, 6.2	6.1	6.1

UNCG – Special Education: General Curriculum

Technology Standards	SES 250	SES 465	SES 466	SES 472
<p><b><u>Standard 1:</u></b></p> <p>Teachers demonstrate a sound understanding of technology operations and concepts.</p>				
<p><b><u>Standard 2:</u></b></p> <p>Teachers plan and design effective learning environments and experiences supported by technology.</p>		2.3-2.5		
<p><b><u>Standard 3:</u></b></p> <p>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p>		3.3, 3.4		
<p><b><u>Standard 4:</u></b></p> <p>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p>			4.2	
<p><b><u>Standard 5:</u></b></p> <p>Teachers use technology to enhance their productivity and professional practice.</p>			5.3	5.1
<p><b><u>Standard 6:</u></b></p> <p>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</p>				