SED 404 - Reading for Exceptional Children -Fall 2016

Time and Place: Monday -10:30- 11:30 and 12:50- 2:50 Room OM 303

Instructor: Mrs. Jane Dean

Office: Old Main 316

Office Hours: Monday 3:00- 3:30 ( unless needed in the field with student teachers) and by appointment

Office Phone: 724-946-6035 Cell Phone: 724-944-9413 Home: 724-533-4230

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Course description: This course is designed to provide potential special educators with the theory and skills necessary for success in teaching reading to exceptional students. A wide variety of methods and techniques will be explored for teaching reading to students who have had difficulty learning to read through traditional teaching methods.


Reading for Exceptional Children will address the following Pennsylvania State Standards:

I.D. - Characteristics of cognitive, behavior, physical/health disabled students and the impact of their disability on academic and educational functioning

Related Assignments: Case Study and Phonics Exercises
I.G. - Selection, administration, evaluation and interpretation of formal and informal assessment tools and methods for determining individual profiles of students including: Ecological inventories, Norm-referenced assessments, Functional assessments, Curriculum based assessment, Occupational and transition-related assessments

  Related Assignment: Co-Teaching, Case Study and Phonics Exercises

I.H. - Development and implementation of the Individual Education Program (IEP) and the Individual Transitional Plan (ITP) that integrate assessment data with the general education curriculum

  Related Assignment: Mock IEP

I.J. - Selection and implementation of instructional and assistive technologies that support the teaching and learning process

  Related Assignment: Mock IEP & Tutoring

II.A. - Developing and implementing systems that monitor student understanding of content including: formative and summative assessments, providing feedback to students and parents, modifying instructional strategies

  Related Assignment: Case Study with Tutoring

II.C. - Planning instruction that promotes problem analysis, creativity, decision making and self-determination based upon assessment data, academic content, students, community, Pennsylvania Common Core Standards and the general education curriculum

  Related Assignment: Case Study with Tutoring

II.D. - Creating an instructional environment that communicates challenging learning expectations to students while utilizing and modifying instructional strategies / resources / technologies to meet learning needs

  Related Assignment: Mock IEP, Co-Teaching / Collaboration Project

II.F. - Managing the educational environment to maximize opportunities for communication and interaction

  Related Assignment: Mock IEP, Tutoring & Co-Teaching

II.G. - Communicating and collaborating with partners

  Related Assignment: Co-Teaching / Collaboration Project
III.B. - Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

Related Assignment: Practicum experience & Mock IEP

III.D. - Establishing and maintaining collaborative relationships with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners

Related Assignment: Practicum experience & Mock IEP

Course Objectives:

The Student Will:

1. Identify individual differences that exist in student learning.
2. Identify general techniques in which a teacher can adjust to individual differences in students, particularly those who exhibit problems reading.
3. Identify instructional techniques in remediating reading difficulties.
4. Identify, administer and score screening tests, diagnostic reading tests, and informal reading inventories.
5. Develop reading goals and short-term objectives based on the assessment results which will be used as part of a child’s IEP.
6. Implement teaching strategies to enhance phonemic awareness and instruction.
7. Identify a sequence of essential word-reading skills in phonics.
8. Implement strategies for building student reading fluency using repeated readings and other research-based methods.
9. Identify the key components of an effective vocabulary curriculum. Describe the knowledge and skills students need to comprehend narrative and expository text.

Course Format  Typical instructional strategies to be used to develop and reinforce course content include the following:

Cooperative/collaborative learning activities Practicum in special education setting
Co-teaching presentations Video/digitized presentation
Discussion and questioning Lecture
Required Assignments:

1. Participation (25 pts.) - Learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated in the following way -
   a. Excellent - requires proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought and analysis of the topics under consideration. This does not mean dominating a discussion or using many words to say a very little.
   b. Satisfactory - reactive participation, supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought or contemplation.
   c. Minimally acceptable - passive participation; present, awake, alert, attentive but not actively involved.
   d. Unsatisfactory - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

2. Case Study/Struggling Reader (100 pts.) During your practicum you will choose one struggling reader and assess his/her reading and make an improvement plan. (You must discuss with me an alternate plan if your cooperating teacher does not want you to do new testing and wants you to use current assessments.) During the time you are in this placement you will tutor this student using 4 lessons with strategies that will improve the areas in which this student is struggling. Focus on only two skills-one word building and one comprehension building (this may be listening comprehension if the child is not a reader) unless other arrangements are made with me. You will keep a journal of what you are learning and the progress you are making with this student. A folder of lesson plans and materials will be turned in along with a report. Directions and rubrics will be provided. Due December 5, 2017 by 5:00

3. Co-Teaching Lessons with Peers (50 pts.) You will teach 2 lessons to your classmates to prepare you for the teaching lessons in the schools. Directions for this part of your assignment will be given in class. See chart for due dates.

4. Co-Teaching Support Assignments. (30 points will be given for each assignment) Parent letter, decodable story, word study sheet and worksheets or sorts will be assigned to each group to support the main co-teaching group. See chart for due dates.
5. **Exam with Group Component** (60 points) - An exam that has both individual and group components will be given. **Due September 25, 2017**

6. **Phonics Exam - Individual** (50 points) **Due: October 9, 2017**

7. **Game boards**-(50 points) Two game boards are to be created. One board should be skill specific and must include cards or game board format that addresses that skill. (30 pts.) The second game board is general in nature and could be used with many different skill cards. Colorful graphics need to be included. (20 points) **Due September 11, 2017**

8. **Phonics Card file** (60 points)-Flash cards are to be made that are examples of each major phonics rule. (2-10 cards for each as per chart) Dividers should be included and labeled. A rule card is to be included with color coded examples for each rule. Neat, large manuscript is required if cards are not printed using technology. A decorative tight lidded box that is child pleasing is to be used to store the cards. Five sorts should be included. **Due September 18, 2017**

9. **Two quick assessments**- (5 points each)

10. **Final**-(50 points) - Mock IEP - Evaluation will be based on the written IEP, the presentation of the IEP, the ability to work cooperatively, and a one page paper.

**Methods of student evaluation/assessment:**

A. Major activities, tasks, and deadlines: Required activities and tasks and assigned deadlines will be explained during class orientations. Each assignment will be further described and specific deadlines will be made available to students as each activity is presented throughout the course. Rubrics will be provided.

B. Grading system or scale: The final grade for the course will be assigned by a percentage determined by dividing the number of points earned by the total number of points possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B</td>
<td>84%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<td>C</td>
<td>74%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<td>D</td>
<td>66%</td>
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<td>D-</td>
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<td>B+</td>
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<td>C+</td>
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<tr>
<td>D+</td>
<td>68%</td>
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Exceptions to the above policy will occur under the following conditions:

- Late submission of any course activities or tasks.
- Failure to perform any activities or tasks assigned.
- Failure to comply with the class attendance policy as described in the syllabus. You must be present to participate. You are expected to be in attendance for every class. If absence or tardiness is necessary, it should be reported prior to class. Unreported absences or tardiness from class will necessitate a conference with the instructor. Unexcused absences or tardiness may have a negative impact on your final grade.
- Use of cell phone in class unless permitted by Mrs. Dean

**Method of course evaluation:** A. Selected questions from the instructor and course appraisal: The standard Westminster form will be used at the end of the course to evaluate this course and its instructor.

**Attendance and assignment policy:**

A. All students are to comply with the class attendance policy as described in the syllabus.
B. All assignments and exams are to be submitted or taken as scheduled. Failure to be evaluated as scheduled without a written medical excuse or documented family emergency will lower a student’s grade for that assignment 20 percent each week it is late.
C. All work is to be original except for cited information. Correct grammar, spelling, and mechanics are expected. The Prentice Hall Reference Guide by Muriel Harris will be used as the guideline.
D. Integrity in your assignments- All written assignments are expected to demonstrate college level work with correct use of grammar, writing mechanics, spelling and proper format. Plagiarism or turning in other’s work as your own will result in a meeting with the Dept. of Education to determine your status as an education student.

**Disability Policy**

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed.
Students with disabilities should also inform the Disabilities Coordinator in the Student Affairs Office, who is available to assist in evaluating the disability and to facilitate communication between the College and the students in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

**Substance Abuse Policy**

"The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics, which have distinguished human beings at their best. The abuse of alcohol and other drugs serves only to undermine the achievement of these goals. The faculty therefore expects all students, as they do of themselves, to take seriously the implications of such risk-taking behaviors in their pursuit of a Westminster education."

**Cell Phone Usage**

The use of cell phones in class is prohibited unless permission for a specific use is granted by the instructor.

**Expectations:**

1. Professionalism – be on time, contact me before class if you cannot attend or expect to be late, dress appropriately when in schools (all of these things reflect on your commitment to become a teacher).

2. Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness will not be tolerated. Students should be intimately familiar with Westminster College’s Academic Integrity Policy, which provides a detailed description of prohibited behaviors and the procedures that may be followed in the case of a violation of the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code are not justifiable excuses.
Class Schedule

Assignments/Course Calendar: In the field of Special Education, educators must monitor and adjust in response to the learners so that learning can be optimized. The Instructor, therefore, maintains the right to change lecture dates, exams, and assignments if she deems necessary. Therefore the following course calendar should be viewed as highly probable but not an absolute.

Course Calendar

Videos are available through PDToolkit unless otherwise referenced. Watch videos prior to the class date so as to be prepared.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Course Topic and Activity</th>
<th>Face to Face</th>
<th>Extended Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>August 28, 2017</td>
<td>Introduction Using Spelling to Strengthen and Assess Reading</td>
<td>Direct Instruction Chapters 3,4</td>
<td>Watch after class on Aug 28 Videos: What is Word Study, The Assessment Process, Assignments Due: Sept. 4, 2017 Presentation group- Prep 5,6 DI others prep support materials</td>
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<td></td>
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<td>Rubrics-Presentation, Family Letter, Worksheet, Decodable Reader</td>
<td>Words Their Way Chapters 1,2</td>
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<td>2</td>
<td>September 4, 2017</td>
<td>Organizing for Word Study Phonemic Awareness Rubrics-Gameboards Rubric-Phonics Card File</td>
<td>Words Their Way Chapter 3 Direct Instruction Reading Chapters 5,6</td>
<td>Videos: Watch before Sept. 4 class Classroom Organization Across the Grade Assignments Due: September 11, 2017 Presentation group- Prep 7,8 DI others prep support materials Gameboards</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Subject</td>
<td>Chapter(s)</td>
<td>Assignment Due</td>
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<td>3</td>
<td>September 11, 2017</td>
<td>Emergent Stages, Letter Sound Correspondence</td>
<td>4</td>
<td>Gameboards</td>
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<td>4</td>
<td>September 18, 2017</td>
<td>Beginning Readers in the Letter Name-Alphabetic Stage, Sight Word and Irregular Word Reading</td>
<td>5</td>
<td>Phonics Card File</td>
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<td>6</td>
<td>October 2, 2017</td>
<td>Transitional Learners in the Within Word Pattern Stage</td>
<td>Words Their Way Chapter 6</td>
<td>Videos: Short -a and Long -a CVCe CVC-ai and -ay</td>
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<td>Comprehension Instruction and Strategies</td>
<td>Direct Instruction Reading Chapters 12,19</td>
<td>Assignments Due: Oct. 2, 2017 Presentation group- Prep 12,19 DI</td>
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<td>7</td>
<td>Oct. 9, 2017</td>
<td>Intermediate Readers and Writers in the Syllables and Affixes Stage</td>
<td>Words Their Way Chapter 7</td>
<td>Videos: Development of Students in the Syllables and Affixes Stage, Syllable Juncture in VCV and VVCV Patterns</td>
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<td></td>
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<td>Structural Analysis</td>
<td>Direct Instruction Reading Chapters 15,16</td>
<td>Assignments Due: Oct. 9, 2017 Presentation group- Prep 15,16 DI others prep support materials</td>
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<tr>
<td>8</td>
<td>October 16, 2017</td>
<td>Really Reading with Real Kids</td>
<td>Phonics Exam 10:30</td>
<td>Assignments Due Oct. 16,2017 Presentation group- Prep 15,16 DI others</td>
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<td>Event At Elementary</td>
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<td>School 1:00-2:45 Assignment due: Center Materials</td>
<td>prep support materials</td>
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<td>October 21-24</td>
<td>Assignment due: Center Materials</td>
<td>Oct. 30, 2017 Presentation group- Prep 23</td>
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<td>Fall Break</td>
<td>Intermediate Readers and Writers in the Syllables and Affixes Stage</td>
<td>Readers’ Theater</td>
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<td>Comprehension in the Content Areas</td>
<td>Direct Instruction Reading Chapter 23</td>
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<td>Videos: Development of Students in the Derivational Relations Spelling Stage</td>
<td>Prepare for Practicum</td>
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<tr>
<td>Practicum 1</td>
<td>Oct. 31, Nov. 1,2,3,7,8,9,10,13</td>
<td>Practicum 2 Nov. 14,15,16,17,21,22,28,29,30, Dec. 1</td>
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<td>Practicum 2</td>
<td>Dec. 4, 2017</td>
<td>Assignments Due: Practicum Case Study- Dec. 5 by 5:00</td>
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| Debriefing    | Dec. 4-8 | If we challenge ourselves and encourage each other, we all will achieve.