SED 404 - Reading for Exceptional Children - Fall 2018

Time and Place: Monday -10:30- 11:30 and 12:50- 2:50    Room OM 305

Instructor: Mrs. Jane Dean

Office: Old Main 316

Office Hours: Monday 3:00- 3:30, Wednesday and Friday 10:30-11:15 (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

E-mail address: ------------------------deanj@westminster.edu

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.

Text: Carmine, Douglas W., Silbert, Jerry, Kame’ ennu, Edward J., Tarver, Sara G., Direct Instruction Reading ISBN-13: 978-0-13427610-6    *This is the loose leaf version. It is a revision and differs from past editions. Chapters and supports have changed and been updated.

Bear, Donald R., Invernizzi, Marcia, Templeton, Shane, Johnston, Francine, Words Their Way, Fifth Edition ISBN978-0-13-703510-6 * You must buy a copy that has the codes in the back to access the video and material supports.

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 and comprehension 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
- Co-teaching presentations
- Discussion and questioning
- Practicum in special education setting
- Video/digitized presentation
- 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:
   - **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.
   - **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.
   - **Minimally acceptable** - passive participation; present, awake, alert, attentive but not actively involved.
   - **Unsatisfactory** - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior. Use of cell phone in class unless authorized by the instructor.

2. **Professionalism** (50 points)
   1. Demonstrates respectful attitude
   2. Exhibits punctuality in presence and assignments
   3. Demonstrates responsibility and reliability
   4. Collaborates willingly
   5. Dresses professionally

2. **Case Study/Struggling Reader** (150 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 one skill using word building and comprehension building activities (this may be listening comprehension if the child is not a reader) unless other arrangements are made with me. A folder of lesson plans and materials will be turned in along with a report and a reflection. Directions and rubrics will be provided. **Due December 4, 2018 by 12:00pm**

3. **Co-Teaching Lessons with Peers** (100 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.** (50 points will be given for each assignment)
Parent letter, decodable story, word study sheet and worksheets with sorts will be assigned to each group to support the main co-teaching group. **See chart for due dates.**

5. **Exam with Group Component** (100 points)- An exam that has both individual and group components will be given. **Due September 24, 2018**

6. **Phonics Exam-Individual** (50 points) **Due October 15, 2018**

7. **Game board**-(50 points) One game board is to be created. The game board itself should be general in nature and could be used with many different skill cards. One set of skill cards on a vowel skill is to be included. An information sheet/ assessment that could be sent home to a parent also needs to be designed. Colorful graphics are to be used. Directions and rubrics will be provided. **Due September 10, 2018**

8. **Phonics Card file** (100 points)-Flash cards are to be made that are examples of each major phonics rule. (2-5 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. Two sorts should be included. Directions and rubrics will be provided. Basic materials will be provided. **Due September 17, 2018**

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

10. **Final**-(100 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 that
reflects on the role played during the IEP and the importance of communication with those in other roles.

Due December 7, 2018 by 5:00

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. Examples will be shared in class. 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>86%</td>
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<tr>
<td>B</td>
<td>84%</td>
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<tr>
<td>C+</td>
<td>76%</td>
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<tr>
<td>C</td>
<td>74%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>68%</td>
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<tr>
<td>D</td>
<td>66%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
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</table>

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 is prohibited unless specific use is authorized 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.

The School of Education is also committed to learning and teaching mindfulness in the classroom. You will be practicing mindfulness activities in seminars as well as learning
strategies to teach in your future classroom. Here is a summary of benefits particularly relevant to educators:

Attention
Strengthen our "mental muscle" for bringing focus back where we want it, when we want it.

Emotional Regulation
Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

Adaptability
Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.

Compassion
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

Calming
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

Resilience
Seeing things objectively reduces the amount of narrative we add to the world’s natural ups and downs, giving us greater balance.

http://www.mindfulschools.org/about-mindfulness/research/

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 10 percent the first week and 20 percent the second week. Assignments will not be accepted after 2 weeks unless a plan has been established with the instructor.

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

Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information. Signed comprehensive medical documentation and/or test evaluations that indicate the nature of the disability and appropriate professional recommendations is required. Guidelines for the documentation can be obtained from the Office of Disability Resources. The disability resources director will review the documentation, determine if the student is eligible for services, and then coordinate the accommodations, auxiliary aids, academic support, and/or referrals as deemed appropriate, necessary, and within the current resources of the College. You can contact the Office of Disability Resources by calling 724-946-7192. For information regarding civil rights or grievance procedures, contact the Vice President for Student Affairs and Dean of Students at 724-946-7110.

The brochure for disability services can be accessed by using the link below.
http://www.westminster.edu/campus/services/pdf/disabilities.pdf

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>In Class</th>
<th>Extended Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27, 2018</td>
<td>Introduction to Using Spelling to Strengthen and Assess Reading</td>
<td>Direct Instruction Chapters 3,4</td>
<td>View after class on Aug. 27 Videos: What is Word Study, The Assessment Process</td>
</tr>
</tbody>
</table>
| 2 | September 3, 2018 | Organizing for Word Study  
Phonemic Awareness  
Rubrics-Gameboard  
Rubric-Phonics Card File | Words Their Way  
Chapter 3  
Direct Instruction Reading  
Chapters 5,6 | Assignments Due:  
September 10, 2018 Presentation group- Prep 7,8  
DI others prep support materials  
Gameboards  
Videos: View for Sept. 10, 2018  
Assessment of Students in the Emergent Stage, Classroom Organization in the Emergent Stage |
|---|---|---|---|---|
| 3 | September 10, 2018 | Emergent Stages  
Letter Sound Correspondence | Words Their Way  
Chapter 4  
Direct Instruction Reading  
Chapters 7,8 | Assignments Due:  
Sept. 17, 2018 Presentation group- Prep 9,10  
DI others prep support materials Phonics Card Files  
Sorts: View for Sept. 17: Images |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due:</th>
<th>Game board</th>
<th>for Picture Sorts, Word Family Sorts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>September 17, 2018</strong></td>
<td>Beginning Readers in the Letter Name-Alphabetic Stage Sight Word and Irregular Word Reading</td>
<td>Words Their Way Chapter 5 Direct Instruction Reading Chapters 9,10</td>
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<td>Assignment Due: Phonics Card File</td>
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<td><strong>5</strong></td>
<td><strong>September 24, 2018</strong></td>
<td>Vocabulary Instruction and Strategies</td>
<td>Exam Direct Instruction Reading Chapters 11,17</td>
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<td>October 1, 2018</td>
<td>Transitional Learners in the Within Word Pattern Stage Comprehension Instruction and Strategies</td>
<td>Words Their Way Chapter 6 Direct Instruction Reading Chapters 12,18</td>
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<tr>
<td>7</td>
<td>October 8, 2018</td>
<td>Intermediate Readers and Writers in the Syllables and Affixes Stage Structural Analysis</td>
<td>Words Their Way Chapter 7 Direct Instruction Reading Chapters 13,14</td>
</tr>
</tbody>
</table>
| 8 | October 15, 2018 | Really Reading with Real Kids Intermediate Readers and Writers in the Syllables and Affixes Stage | Phonics Exam 10:30 Event At Elementary School 1:00-2:45 Assignment due: Center | Assignments Due October 22, 2018: Presentation Group: prep DI Chapter 23 Videos: View for October 22: Development of Students in the
<table>
<thead>
<tr>
<th></th>
<th>Structural Analysis</th>
<th>Materials and Short Form Lesson Plan</th>
<th>Derivational Relations Spelling Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>October 22, 2018</td>
<td>Intermediate Readers and Writers in the Syllables and Affixes Stage</td>
<td>Readers’ Theater Direct Instruction Reading Chapter 23</td>
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<tr>
<td>Practicum 1</td>
<td>Oct. 31- Nov. 13</td>
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<td>Practicum 2</td>
<td>Nov. 14-20 and Nov. 26-30</td>
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<td>Debriefing</td>
<td>Dec. 3</td>
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<tr>
<td>Mock IEP</td>
<td>Dec. 3-7</td>
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</tbody>
</table>

If we challenge ourselves and encourage each other, we all will achieve.