The SFA Way ... "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect**  ... Lumberjacks command respect and treat others with respect.

**The Principle of Caring**  ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility**  ... Lumberjacks do what is right.

**The Principle of Unity**  ... Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity**  ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

**Instructor:**  Stacey Callaway, Ph.D.

**Course Time & Location:**  Online

**Credits:**  3 hours

**Office:**  Virtual

**Office hours:**  Tues & 7:00-9:00 PM or set an appointment for us to meet virtually

**Email:**  Use D2L email in the course with SPE 438 typed in the subject line. Note: I teach multiple courses and I want you to identify in the subject line which course you are e-mailing me about so that I can support you quickly and appropriately.

I. **Course Description:**  This course addresses effective instructional approaches to help students with disabilities (intellectual, learning, physical and behavioral) achieve academic goals.

The course is designed in coordination with the EC-12 Special Education TExES Domains and Competencies. The primary focus will be on the implementation of effective instructional strategies based on the scientifically-validated principles of direct instruction. Also, current issues in learning disability such as inclusion, response to intervention, collaborative consultation, and differing instructional theories will be discussed. The numbers in bold indicate correspondence between TExES Domains and Competencies to course objectives.

Please check your D2L email and News Blast announcements for weekly course schedule updates and/or potential changes in the course schedule.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program. This course also supports the mission of the Human Services Department.

Commitment to Diversity …
The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

   a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
   b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society
   c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals' life stories and experiences.

THECB Core Objectives/Outcomes
- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:
CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates'
development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

**Clinical Experiences**

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.


Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

4.1 Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**Continuous Improvement**

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

**InTASC … Interstate Teacher Assessment and Support Consortium**

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

**ISTE … International Society for Technology in Education**

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
  - c. Promote student reflection using collaborative tools …
  - d. Model collaborative knowledge construction by engaging … students

- Standard 2: Design and develop digital age learning experiences and assessments
  - a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
  - b. Develop technology-enriched learning environments …
  - c. Customize and personalize learning activities to address students’ diverse learning styles …
  - d. Provide students with multiple and varied formative and summative assessments …

- Standard 3: Model digital age work and learning
  - a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
  - b. Collaborate … using digital tools …
  - c. Communicate … using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools

**Standard 4: Promote and model digital citizenship and responsibility**

a. Advocate ... use of digital information and technology ...

b. Address diverse need of all learners ... using digital tools and resources

c. Promote and model digital etiquette and responsible social interactions ...

d. Develop and model cultural understanding and global awareness ... using digital age communication and collaboration tools

**Standard 5: Engage in professional growth and leadership**

a. Participate in local and global learning ... explore creative applications of technology ...

b. Exhibit leadership by demonstrating a vision of technology infusion ...

c. Evaluate and reflect on current research and professional practice ...

d. Contribute to ... teaching profession ... school and community

**SBEC/TExES ... State Board of Educator Certification and Texas**

Domain I ... Understanding Individuals with Disabilities and Evaluating Their Needs

Domain II ... Promoting Student Learning and Development

Domain III ... Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Domain IV ... Foundations and Professional Roles and Responsibilities

**Course Coordination with the Special Education EC-12 TExES Domains and Competencies**

This course’s alignment with the [State Board of Educator Certification Standards for Texas EC-12 Special Education teachers](https://www.tea.texas.edu/tea-web/sbec/texes-texas-certification-standards) coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE’s goal of academic excellence in candidate content knowledge.

**Program Learning Outcomes:**

**CEC ... Council for Exceptional Children**

Standard 1: Learner Development & Individual Learning Differences

**Key Elements**

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

**Key Elements**

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely...
and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Standard 6: Professional Learning & Ethical Practice

Key Elements
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

Key Elements
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Student Learning Outcomes / Objectives:

1. Define learning disabilities and describe etiologies, perspectives (medical, psychological, behavioral, educational), and characteristics of children with learning disabilities including similarities and differences (including severity and multiple disabilities across eligibility categories) between learners with disabilities and their nondisabled peers. The student should relate these characteristics to educational programming and procedures utilized with this population of children/youth including those from culturally and/or linguistically diverse backgrounds (Domain I: 001; Domain IV: 010,011,012; Texas 4.1K, 4.8K, 10.2S).

2. Describe the State of Texas laws and State Department of Education’s guidelines for programs for children/youth with specific learning disabilities including assurances, due process rights, assessment, eligibility, placement, and services along the continuum of placement and services available children with disabilities (Domain IV: 011; Texas 1.4K, 1.5K, 4.1K, 1.7K, 1.8K).

3. Know rights and responsibilities of parent/guardian, student, teacher, related service personnel, and schools as they relate to individual learning needs. Also know roles and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services (Texas 1.9K, 1.10K).

4. Describe research, models, theories, and philosophies that provide the basis for special education practice and differing perspectives concerning the development of learning.
disabilities in children and be able to articulate current issues and best practices for students with specific learning disabilities (Domain I: 001; Domain IV: 010; Texas 1.2K, 1.3S).

5. Discuss individualized instruction as it relates to the variety of environments in which learners must function. Further, explain the role and describe methods for effective instructional and behavior management in the classroom (Domain II: 003, 004, 005; Texas 3.4K, 3.5K, 7.6K).

6. Describe the emerging direction in the field of learning disabilities which include the widening age span of the population of students with learning disabilities, the collaborative and/or consultative roles of special education teachers with administrators, paraprofessionals, related service providers, and other school and community personnel in the integration of children with disabilities into the general education inclusive environment (Domain I: 001; Domain IV: 010; Texas 3.5K, 3.8S).

7. Describe the function of data-based instruction and its importance to effective instruction understanding the effects that one or more disability may have on a student’s life and the educational implications of varying disabilities. Also, prepare materials for classroom use and adapt instruction uniquely for individual needs (Domain I: 001, 003; Domain II: 004; Texas 4.8K, 4.9K, 4.10K).

8. Define component elements used to promote academic performance in reading/language arts (phonological and phonemic awareness, alphabet principle, stages of literacy development, word analysis skills, reading fluency and reading comprehension) (Domain III: 008; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S, 11.1K, 11.2K, 11.3K, 11.4K, 11.5K, 11.6K, 11.7K, 11.8K).

9. Define component elements (numbers, number systems, patterns, functions algebra, geometry, measurement, probability, operations, reasoning, analysis) used to promote academic performance in math and including technologies appropriate for teaching math to students with disabilities (Domain III: 009; Texas 10.2S, 10.4S, 10.5S, 12.1K, 12.2K, 12.3K, 12.4K, 12.5K, 12.6K).

10. Identify appropriate instructional materials, strategies, and resources appropriate for the instruction of communication systems and skills, study skills, reading/language arts and mathematics (Domain III: 008, 009; Texas 10.1K, 10.2K, 11.1K, 11.8K, 11.1S, 12.1S).

11. Know instructional, compensatory, and remedial methods, techniques, curriculum materials and techniques for modifying methods and materials based on specific individual needs of students. Describe evaluation and assessment results to design, modify, monitor, and correct instruction to improve student learning. (Domain I: 002; Texas 10.1K, 10.2K, 10.3K).

12. Know the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the IEP for students with disabilities (Texas 10.9K)

13. Understand learning as an active, constructive process and be able to describe and define general developmental, academic, social, career, and functional characteristics of children with disabilities as they relate to levels of support needed for successful learning (Domain I: 001; Texas 6.3K, 4.2S).

14. Implement appropriate monitoring techniques including diagnosis, remediation and correction to make placement and program recommendations and evaluate supports needed for access to the general curriculum and integration into various programs and environments (Domain I: 002; Domain II: 003; Texas 5.11S).

15. Develop programs in content areas (Domain II: 003, 005; Domain III: 008, 009; Texas 11.1K, 11.1S, 12.1K, 12.1S).

16. Know research-based practices regarding effective management of teaching and student learning in the classroom and other learning environments in order to impact learning and behavior of students with disabilities (Texas 6.2K, 6.3K)
17. Use developmentally age appropriate, effective, research-based instructional strategies and practices for students with learning disabilities (Texas 10.2S, 10.5S)
18. Evaluate, select, adapt, and use instructional strategies and materials including integration of technologies according to characteristics of individual students to support and accomplish instructional objectives into the instructional process (Texas 10.4S, 10.6S)
19. Know about effective academic, career, vocational, and transition programs for students with learning disabilities singularly or in conjunction as a part of multiple disabilities a particular student may have (Texas 6.6K)
20. Know rationales for selecting appropriate behavior management techniques for students with disabilities (Texas 7.6K)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and service learning.

- **Quizzes:** Quizzes will be given over the course of the semester - one per chapter. Quizzes will consist of multiple-choice questions and will be taken within the course online in D2L. These items will contain knowledge and application questions. Quizzes are worth 25 points each and will be timed. You will have 25 minutes to take each quiz. You will answer one question at a time. Once you answer a question or skip it, you will not be able to return to that question. (7 @ 25 points = 175 points total).

- **Discussions:** You will participate in discussions throughout the semester. There will be discussions posted to D2L that all will be involved with through texting. Each discussion will be worth 25 points. You will be graded on the quality of your contributions and responses within each discussion. Discussion responses on assigned topics may be typed or recorded using Screen-cast-o-matic. The Discussion Board directions will state which form is required (typed or recorded). (3-5 @ 25 points = 75 points total).

- **Activities:** You will complete major activity assignments throughout the semester. Each of these assignments must be completed before moving on to the next major activity. All activities must be satisfactorily completed in order to earn a grade for this course. Activity assignments will be worth 75-100 points. Each assignment will be graded on the quality of your work. These activities will require individuals to have access to video recording capabilities such as a pocket video camera which creates an mpeg.file that easily transfers to your computer’s hard drive. A pocket video camera comes with software for your computer. This is a worthy investment because you will be using this type of recording technology other special education courses. You are welcome to investigate and purchase other video recording devices. Due to the large size of the recording files, you will submit your recordings using YouTube. Instructions for creating a creating and sharing a YouTube video are located in the Getting Started module.

- **Projects:** You will complete projects in the #161 EC-12 Special Education software and on 2 math STAAR tests.
Callaway, S.
SPE 438.501
Fall 2018

- #161 EC-12 Special Education Software Project (5 hours of work on Flashcards and Quiz Mode) 100 points Note: Do not take the full-length exam at this time. You may take the full-length exam after the course has ended and/or during the SPE 461 course.
- Mathematics Project (2 @ 25 points each) 50 points

IV. Evaluation and Assessments (Grading):

**Grading:** Grades determined using the following scale:

- **A = 90% of all possible points**
- **B = 80% of all possible points**
- **C = 70% of all possible points**
- **D = 60% of all possible points**
- **F = 59% (or less than) of all possible points**

**Assignment Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Attendance 10 points/day (28)</td>
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<tr>
<td>14 Online Textbook Chapter Quizzes @ 20 points each</td>
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<tr>
<td>10 Discussions @ 25 points each</td>
<td>250</td>
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<tr>
<td>CertifyTeacher Software Test (SpEd 161 Test)</td>
<td>200</td>
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<tr>
<td>Assignment: Practice SpEd Pre-K-12 Test 1</td>
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<td>Assignment: Practice SpEd Pre-K-12 Test 2</td>
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<tr>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1810</strong></td>
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</tbody>
</table>
1. **Participation**: Students are required to attend all scheduled Collaborate sessions. Late work will not earn credit. Participation will be taken during each class period.

2. **Quizzes**: There will be 14 on-line quizzes (14 @ 20 points) ... 280 points. Each quiz is timed and provides you with approximately 1 minute per question to respond. You are able to take this quiz 3 times (within the specified time line) and the highest quiz grade will count and be inputted into the grade book. You will be able to view your score after the availability period or the following week. This means that you will not be able to see your first or second quiz grade prior to taking the quiz for the 3rd or final time. So, after your first attempt at the quiz you will need to go back to the module and textbook information and try to determine the correct answer for items that you were unsure of on the quiz. The short duration is to maintain the integrity of the test. Books are not to be used while taking the test. (CAEP 1,2,3,4,5; CEC 1,2,3,4,5,6,7; InTasc 1,3,4,6,8,9,10).

3. **Discussions**: (10 @ 25 points each) ... 250 points. (CAEP 1, 3; CEC 1,2,3,4,5,6,7)

4. **Assignments & Project Activities**:
   a. #161 EC-12 Special Education Practice Tests (2@200 points each) ... 200 points.
   b. Mathematics Project (2@100 points each) ... 200 points. This semester you will be working with the state STAAR tests for Mathematics. You will begin the mathematics project by selecting two STAAR tests to participate in over the course of the semester. You may choose any 2 mathematics tests from the STAAR grades 3-8, Algebra, Algebra II, or Geometry; however, you will need to have more than three grade levels in between each of your chosen STAAR tests. For example, if you choose the 3rd grade level mathematics STAAR test as your first test, then you would need to skip to a 6th grade or higher level STAAR test for your second choice. You will need to obtain a passing score of 80% or better on each test STAAR test that you take and show your calculation work in the margins beside the test questions.
   c. Reading, Writing, and Transition Projects (3 @ 100 points each) ... 300 points.
   d. Required Course Evaluation Participation ... 25 points.

5. **Certify Teacher**: A candidate must pass the CertifyTeacher full-length 5-hour software test with a 250 or higher in order to be eligible for a Testing Clearance Application Form. The candidate must pass this test before they enter SPE 461. You will receive a password from Certify Teacher and must share that password with the instructor for future use. Once you have passed the Certify Teacher, you will be ready to pass the Texas Special Education #161 certification exam by the end of the second month of SPE 461.

V. **Tentative Course Outline/Calendar**:

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Date</th>
<th>Chapter Readings &amp; Activities</th>
<th>Quizzes &amp; Assignments: All Due in Dropbox Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Review syllabus; Introduction Discussion; Study Guides for Practice Tests, Chapter 1 of Mercer textbook: Creating Responsive Learning Environments</td>
<td>Syllabus Quiz, Chapter 1: Quiz Introduction Discussion Due, Submit Required Student Info for CertifyTeacher Software</td>
</tr>
</tbody>
</table>

**Foundations of Teaching**
<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Date</th>
<th>Chapter Readings &amp; Activities</th>
<th>Quizzes &amp; Assignments: All Due in Dropbox Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9/10-9/16</td>
<td>Chapter 3 of Mercer: Assessing Students for Instruction&lt;br&gt;XAM Textbook: Pages 266 – 297, Take Sample Test 1 &amp; Score Yourself, Read Rationales for Sample Test 1 on pages 299-371, Submit your Scores with Study Plan &amp; Self-Reflection to Dropbox</td>
<td>Chapter 3: Quiz, Assessment Discussion Case Study, XAM Sample Test 1 Due</td>
</tr>
<tr>
<td>4</td>
<td>9/17-9/23</td>
<td>Chapter 4 of Mercer: Teaching Students and Managing Instruction&lt;br&gt;XAM Textbook: Pages 372 – 399, Take Sample Test 2 &amp; Score Yourself, Read Rationales for Sample Test 2 on pages 401-468, Submit your Scores with Study Plan &amp; Self-Reflection to Dropbox</td>
<td>Chapter 4: Quiz, Instruction Discussion Case Study, XAM Sample Test 2 Due</td>
</tr>
<tr>
<td>5</td>
<td>9/24-9/30</td>
<td>Chapter 5 of Mercer: Promoting Social, Emotional, and Behavioral Development</td>
<td>Chapter 5: Quiz, Behavior Discussion</td>
</tr>
</tbody>
</table>

**Teaching Academic Skills**

<p>| 6           | 10/1-10/7  | Chapter 6 of Mercer: Assessing and Teaching Language&lt;br&gt;Use CertifyTeacher Software to Score 250 on Full Length Exam, Sumit Score Documentation to Dropbox | Chapter 6: Quiz, Language Discussion Case Study, Certify Teacher Documentation of 250 Score Due |
| 7           | 10/8-10/14 | Chapter 7 of Mercer: Assessing Reading                                                            | Chapter 7: Quiz, Reading Discussion Case Study    |
| 8           | 10/15-10/21| Chapter 8 of Mercer: Teaching Reading                                                            | Chapter 8: Quiz, Reading Project Due              |
| 9           | 10/22 - 10/28 | Chapter 9 of Mercer: Assessing and Teaching Spelling                                                | Chapter 9: Quiz                                  |
| 10          | 10/29-11/4 | Chapter 10 of Mercer: Assessing and Teaching Spelling                                               | Chapter 10: Quiz                                |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment / Discussion / Case Study</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/5-11/11</td>
<td>Chapter 11 of Mercer: Assessing Math</td>
<td>Chapter 11: Quiz, STAAR Math Project 1 Due</td>
</tr>
<tr>
<td>12</td>
<td>11/12-11/18</td>
<td>Chapter 12 of Mercer: Teaching Math</td>
<td>Chapter 12: Quiz, Math Discussion Case Study, STARR Math Project 2 Due</td>
</tr>
<tr>
<td>13</td>
<td>11/19-11/25</td>
<td>Thanksgiving Holidays</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/26-12/2</td>
<td>Chapter 13 of Mercer: Teaching Learning Strategies, Content, and Study Skills</td>
<td>Chapter 13: Quiz, Study Skills Discussion, SCEC Documentation Due, Course Evaluation Survey Due</td>
</tr>
<tr>
<td>15</td>
<td>12/3-12/9</td>
<td>Chapter 14 of Mercer: Promoting Transitions</td>
<td>Chapter 14: Quiz, Transition Discussion Case Study, Transition Project Due</td>
</tr>
<tr>
<td>16</td>
<td>12/10 – 12/14</td>
<td>(No Final Exam Due To Multiple Projects)</td>
<td>Promoting Study Skills Paper Due SFA Final Exam Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No LiveText Submissions in this course this semester.</td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings … TWO Required Course Textbooks


XAM TExES Special Education EC-12 #161; Publication Date: 2014; ISBN 978-1-60787-391-4

Required:

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. **You do not have a major project assignment in this course that is submitted into LiveText.**

**Access to a computer that has the following components:** Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone).
VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Participation is Required and you receive 25 participation points for taking your course survey. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. You will earn 25 points for your participation in the Course Evaluation Survey.

VIII. Student Ethics and Other Policy Information … found at https://www.sfasu.edu/policies

- **Class Attendance and Excused Absence: Policy 6.7**: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

- **Academic Accommodation for Students with Disabilities: Policies 6.1 & 6.6** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

- **Student Academic Dishonesty: Policy 4.1** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (Policy 6.3).

Withheld Grades Semester Grades Policy (5.5): At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy: Policy 10.4:
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments. **Other Relevant Course Information**

**Syllabus Disclaimer:** While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted on Blackboard. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**Student Council for Exceptional Students (SCEC)**

The purpose of this organization shall be to advance the education of individuals with exceptionalities and to promote related educational, scientific, and charitable purposes. Specifically, SCEC intends to assist and provide support to students and their efforts on behalf of persons with exceptionalities and to participate in all appropriate governance activities of CEC subject to the general supervision and control of CEC. You will attend at least 1 Activity with SCEC this semester and receive up to 75 points total for your participation in this assigned activity.