Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 5769: Delivering Effective Services to Enhance the Inclusion of Students with Special Needs

Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled
Term of Offering: Summer 2013 - Full Summer Term
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering: This is an Outreach and Engagement course for the teachers of Columbus City Schools

Offering Information

Number of Times Previously Offered: This course emphasizes practical, efficient, and evidence-based strategies for assessing and teaching academic and social skills to diverse learners in inclusive classrooms.
Display offering in class search?: No
Display description in notes of class search?: Yes
Course Components
- Originating Course Component(s): Lecture
- Graded Component: Fixed:
- Semester Credit Hours/Units
- Grading Basis
- Class Start Date
- Class End Date
- Instruction Mode: Final Exam?
- Yes

Meeting Information

Instructor Information

Scheduling Information

Enrollment Capacity
Wait List Capacity
Permission required to enroll in this course
Technology in the Classroom
One Time Offering Request
5769:Summer 2013 - Full Summer Term - Status: PENDING

Attachments

• 5769 Syllabus Sheila Morgan.docx: Syllabus EDUPAES 5769
  (Syllabus. Owner: Morgan, Sheila Alber)

• OneTimeSupplement Sheila Morgan.doc: One Time Form Supplement
  (One Time Form Supplement. Owner: Morgan, Sheila Alber)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Morgan, Sheila Alber</td>
<td>11/28/2012 01:21 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>11/28/2012 03:11 PM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Baker, Gerald Eugene</td>
<td>12/05/2012 11:05 AM</td>
<td>Ad-Hoc Approval</td>
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<td>Odum, Sarah A.</td>
<td>02/01/2013 01:41 PM</td>
<td>College Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __20_____
2. Enrollment Capacity  __20______________
3. Waitlist Capacity _______
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing ______
5. Special Instructions or Additional Information
   I’m requesting a classroom in the PAES building

6. Class Search Title (18 character limit) Inclusion

7. Display in Class Search:
   - [x] Yes  [ ] No

8. Credit Hours  __3______________

9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience
   - [ ] Laboratory  [x] Lecture
   - [ ] Independent Study  [ ] Recitation

10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience
    - [ ] Laboratory  [x] Lecture
    - [ ] Independent Study  [ ] Recitation

11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions  NA

13. Permission to Enroll in this course:  ✔ No Consent needed  ☐ Department Consent  ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  June 11 to July 25

2. Previous quarter(s) of offering and enrollment  Spring 2013

3. Expected enrollment for proposed quarter of offering  20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  NA (I’m teaching this class on campus)

6. Will course be taught in distance learning format:  ☐ Yes  ✔ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>Letter S/U Progress</td>
<td>Letter S/U Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td></td>
<td>Total hours of class meetings:</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

________________________________________________________________________

Instructor ___________________ Rank ___________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

________________________________________________________________________

________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ___________________

Office Hours ___________________

Academic Advising ___________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

________________________________________________________________________

2. Expected enrollment for proposed quarter of offering:

________________________________________________________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [X] TUE
   - [ ] WED
   - [X] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: _____10:55______
5. Meeting end time: _____1:35_______

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Morgan</td>
<td>Primary</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [X] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LCD projector &amp; screen</td>
</tr>
<tr>
<td>2</td>
<td>Computer</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prima</td>
<td>Primary</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Begin Component 3

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON  [ ] TUE  [ ] WED  [ ] THR  [ ] FRI  [ ] SAT  [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room:
   - [ ] Pool
   - [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ________________________________________
    ________________________________________
    ________________________________________
    ________________________________________

9a. Notes print location relative to class listing:
   - [ ] Do not Print
   - [ ] Before
   - [ ] After

End Component 3
Course Syllabus
EDU PAES 5769 (ESSPED 5769): Inclusion
Summer Semester 2013, Tuesdays and Thursdays 10:55-1:35, PAES Building

Instructor: Dr. Sheila Alber Morgan  Office: A356 PAES Building
Phone: 614.247.8714  Fax: 614.292.4255
Email: morgan.651@osu.edu  Office Hours: by appointment

Course materials are posted on Carmen. Please check this site often: https://carmen.osu.edu/

2.0 Course Description/Rationale
Decades of educational reform have resulted in almost all students with disabilities spending most of the school day in inclusive general education classrooms. In order to provide the most effective instruction, special and general education teachers must work together to meet the range of diverse learning needs. This course emphasizes practical, efficient, and evidence-based strategies for assessing and teaching academic and social skills to diverse learners in inclusive classrooms. Additionally, this course provides strategies for designing and implementing multi-tiered instruction within the Response to Intervention (RTI) model. Students in this course will learn to design differentiated instructional interventions for whole class, small group, and one-on-one teaching arrangements based on the intensity needed as determined by student assessment information.

3.0 Knowledge, skills, and dispositions
Students will demonstrate an understanding of:
- foundations of special education, special education law
- evidence-based teaching practices for inclusive classrooms
- collaborative partnerships to deliver effective instruction
- assessment of student performance in inclusive classrooms
- multi-tiered instruction using a response to intervention model
- individualized instruction for diverse learners
- appropriate accommodations for the range of students with disabilities
- strategies for increasing independent learning of students with disabilities

4.0 Relationship to Other Courses/Curricula
This course provides pre-service or in-service teachers with practical strategies to increase the effectiveness of inclusive education for children with diverse learning needs. This course builds upon the content of the special education teaching methods and assessment courses.

5.0 Off-Campus Field Experience. None

6.0 Diversity
The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. This course will include the study of
diversity as it relates to exceptionality. Specifically, candidates will learn about the diverse needs of individuals with disabilities, strategies for addressing these needs in the context of assessment and instructional decision-making, and ways to engage students and families from all backgrounds.

7.0 Technology
Candidates will be exposed to technology in a variety of ways. All lectures will use PowerPoint. Candidates will be required to access a web-based course management system (Carmen) to download course materials and submit assignments. Additionally, candidates will apply technology when they create their RTI projects.

8.0 Topical Outline/Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>To Prepare for Class Today</th>
<th>Topics/Tasks for Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td>Overview of inclusion, student diversity, special Education law</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>RTI Project: Go over requirements</em></td>
</tr>
<tr>
<td>Session 2</td>
<td><strong>Read</strong></td>
<td>Referral to placement</td>
</tr>
<tr>
<td></td>
<td>Friend &amp; Bursuck: Ch. 1 &amp; 2</td>
<td>Universal Design</td>
</tr>
<tr>
<td></td>
<td>Alber-Morgan: Ch. 1 &amp; 6</td>
<td>Response to intervention (RTI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>RTI Project: meet with team, identify theme and rationale</em></td>
</tr>
<tr>
<td>Session 3</td>
<td><strong>Read</strong></td>
<td>Assessment and progress monitoring in inclusive classrooms</td>
</tr>
<tr>
<td></td>
<td>Alber-Morgan: Ch. 2 &amp; 4</td>
<td><em>RTI Project: identify objectives/target skills</em></td>
</tr>
<tr>
<td>Session 4</td>
<td><strong>Read</strong></td>
<td>Assessment in inclusive classrooms (continued)</td>
</tr>
<tr>
<td></td>
<td>Friend &amp; Bursuck: Ch. 4</td>
<td><em>RTI Project: identify assessments for each objective, create a rubric</em></td>
</tr>
<tr>
<td>Session 5</td>
<td><strong>Read</strong></td>
<td>Planning instruction, analyzing classroom needs</td>
</tr>
<tr>
<td></td>
<td>Friend &amp; Bursuck: Ch. 5</td>
<td><em>Test 1</em></td>
</tr>
<tr>
<td></td>
<td><strong>Study for Test 1</strong></td>
<td><em>RTI Project: Describe classroom routines, procedures, expectations</em></td>
</tr>
<tr>
<td>Session 6</td>
<td><strong>Read</strong></td>
<td>Multi-tiered instruction in inclusive classrooms</td>
</tr>
<tr>
<td></td>
<td>Alber-Morgan: Ch. 3 &amp; 5</td>
<td><em>RTI Project: Identify instructional activities/procedures for Tier 1 instruction</em></td>
</tr>
<tr>
<td>Session 7</td>
<td><strong>Read</strong></td>
<td>Building partnerships through collaboration (CR)</td>
</tr>
<tr>
<td></td>
<td>Friend &amp; Bursuck: Ch. 3</td>
<td><em>RTI Project: Identify instructional activities for Tier 2 &amp; 3 instruction</em></td>
</tr>
<tr>
<td>Session 8</td>
<td><strong>Read</strong></td>
<td>Students with low incidence disabilities and high incidence disabilities (EJ)</td>
</tr>
<tr>
<td></td>
<td>Friend &amp; Bursuck: Ch. 6 &amp; 7</td>
<td><em>Test 2</em></td>
</tr>
<tr>
<td></td>
<td><strong>Study for Test 2</strong></td>
<td><em>RTI Project: Identify accommodations for students with special needs</em></td>
</tr>
</tbody>
</table>
| Session 9 | Read | Programming for generalization  
Alber-Morgan: Ch. 7  
Complete Part 1 of RTI project  
*RTI Project: Identify strategies for programming for generalization  
Due: RTI Project, Part 1* |
|-----------|------|--------------------------------------------------|
| Session 10 | Read | Differentiating Instruction and Strategies for Independent Learning (CR)  
Friend & Bursuck: Ch. 9 & 10  
*RTI Project: Identify activities for remediation and enrichment* |
| Session 11 | Read | Responding to student behavior (EJ)  
Friend & Bursuck: Ch.12  
*RTI Project: create materials for multi-tiered instruction* |
| Session 12 | Read | Early childhood Inclusion  
Articles posted on Carmen  
*RTI Project: create materials for multi-tiered instruction* |
| Session 13 | Study for Test 3 | Test 3  
*RTI Project: In-class work session, complete project, get feedback to make final revisions* |
| Session 14 | Prepare presentations | Student Presentations  
*Due: Any bonus point assignments* |
| Finals Week | Complete of RTI Project, Part 2 and revisions to Part 1 | *Due: Final RTI project (Parts 1 & 2) in Carmen drop box* |

### 9.0 Course Requirements/Evaluation

#### 9.1 Class participation (14 class sessions @ 3 pts. each = 42 pts.).
Students are expected to participate in class activities every session. These activities provide opportunities to practice, apply, and discuss the course content. Students must be present, arrive on time, and stay until class is dismissed to earn the participation points (no exceptions, no make-ups).

#### 9.2 Tests (3 @ 20 pts. each = 60).
Three tests worth 20 points each will cover reading assignments and guided notes from all previous class sessions (i.e., the tests may be cumulative). Questions may include multiple-choice, short answer, and extended response. Students are allowed to make up one test for an excused absence. The make-up test will be an alternate form of the test originally administered.

#### 9.3 RTI Project (2 parts @ 25 pts. each = 50).
Students will work in teams of 3 to collaboratively create a response to intervention (RTI) plan. Directions for the RTI project will be posted on Carmen and presented in class.
9.4 Presentation (18 pts.). On the last class session, each team will deliver a 15-20 minute presentation. The presentation will have two parts. The first part is briefly demonstrating one lesson from the RTI project. The second part is showing each of the instructional materials created by the team.

9.5 Surprise quizzes (? @ ? pts. each = 30 pts.). Throughout the semester surprise quizzes will be administered on a variable interval schedule (i.e., an unpredictable schedule). Surprise quizzes will cover the reading material assigned for that class session. Be sure to read the assigned readings before each class session in order to be prepared for the surprise quizzes.

Grading:
Your course grade will be determined by the number of points earned from a total of 200 points, which are distributed across course requirements as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>42</td>
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<tr>
<td>Tests</td>
<td>60</td>
</tr>
<tr>
<td>RTI Project</td>
<td>50</td>
</tr>
<tr>
<td>Presentation</td>
<td>18</td>
</tr>
<tr>
<td>Surprise Quizzes</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</table>

Letter grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.5%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.5%</td>
</tr>
<tr>
<td>B</td>
<td>84-86.5%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.5%</td>
</tr>
<tr>
<td>C</td>
<td>77-79.5%</td>
</tr>
<tr>
<td>C-</td>
<td>74-76.5%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.5%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.5%</td>
</tr>
<tr>
<td>D</td>
<td>64-66.5%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 64%</td>
</tr>
</tbody>
</table>

10.0 Texts/Required Materials


Any additional required reading materials will be posted on Carmen in full text.

11.0 Statement of Student Rights

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Please be sure your disability is documented at the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall.

12.0 Academic Dishonesty

Academic dishonesty will not be tolerated in this course. All cases of suspected academic dishonesty will be formally referred to the University’s Committee on Academic Misconduct. This
action is required of all instructors as outlined in the Graduate Faculty Handbook. The University’s Office of Academic Affairs outlines ten suggestions for preserving academic integrity: http://oaa.osu.edu/coam/ten-suggestions.html

13.0 Other Information
Bring your RTI book to class each week. You will need it for several of the small group application activities.

You are required to download and print guided notes from the Carmen website, bring them to class, and complete the guided notes during the class session. If you miss a class, you are responsible for contacting a class member for missed lecture notes.

All work should be of professional quality (i.e., neat and edited for errors and typos). Follow directions for all assignments carefully.

I will communicate with students through OSU email. It is your responsibility to check your OSU email on a regular basis.

I reserve the right to make any adjustments to this course during the quarter as needed. Any changes will be explicitly described to students in class and posted on Carmen.

Graduate Teaching Assistant Responsibilities

- Prepare and teach two class sessions (e.g., PPT lecture/guided notes with ASR activities, simulations, and/or discussion)
- Grade tests and quizzes, and provide feedback on RTI projects and presentations
- Monitor and provide assistance during small group application activities each class session
- Be available to help students needing extra assistance outside of class or to administer make-up tests
- Keep up with the assigned readings
- Make contributions to class discussions