Term Information

Effective Term Autumn 2016

General Information

Course Bulletin Listing/Subject Area Educ Sts: Special Education
Fiscal Unit/Academic Org School/Educ Policy&Leadership - D1280
College/Academic Group Education & Human Ecology
Level/Career Graduate, Undergraduate
Course Number/Catalog 5189.02
Course Title Field Experience: Special Education: Mild/Moderate
Transcript Abbreviation FldEx Sped: M/Mod
Course Description Professional service in school or community settings
Semester Credit Hours/Units Variable: Min 1 Max 12

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 12
Max Completions Allowed 12
Course Components Field Experience
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Admission to the Special Education: Mild/Moderate program or permission of the instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.0402
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral, Professional
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Professional service in school or community settings

Content Topic List

• Collaboration
  Instructional assessment
  Instructional planning
  Implementing interventions

Attachments

• ESSPED5738.02and5189.02.docx
  (Syllabus. Owner: Amos, Melissa Christine)

Comments

• New state data collection, reporting and licensure requirements have necessitated the restructure of this course by license track and to allow for the combining of grad/undergrad enrollments. (by Amos, Melissa Christine on 11/25/2015 09:45 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>Amos, Melissa Christine</td>
<td>11/25/2015 09:45 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Gardner III, Ralph</td>
<td>11/25/2015 11:43 AM</td>
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<td>Wheaton, Joe Edward</td>
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<td>Unit Approval</td>
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<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
<td>02/16/2016 02:51 PM</td>
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Course Syllabus
ESSPED 5738.02: Reading Instruction for Children With Disabilities and Severe Reading Deficits
(3 U/G Credits)
ESSPED 5189.02: Field Placement
(2 U/G Credits)
Autumn Semester, 2014; Monday, 10:20 AM-1:05 PM; Koffolt Labs (KL)
140 19th Ave. Room 205
Hamilton Elementary School - Tuesday & Thursday 9:30-11:30

Instructors
Ralph Gardner, III    Lauren Wargelin wargelin.2@osu.edu
A352 PAES Building    Sidra Ayoub ayoub.12@osu.edu
292-3308               Gleides Lopes-Rizzi lopesrizzi.1@buckeyemail.osu.edu
gardner.4@osu.edu

Office Hours by appointment

Course materials and information are posted on Carmen.
Please be sure your check this site often: http://carmen.osu.edu/

Description/Rationale
Reading is the most important skill that students learn in school. Despite the best efforts of teachers, many children fail to become proficient readers. Children with disabilities, especially those who are poor and/or minority, are at greatest risk of reading failure (Moats, 2000). These students often need and respond to specialized instruction (Carnine, Silbert, Kame’enui, & Tarver, 2004). Empirical evidence has shown that explicit instruction in phonemic awareness and phonetics can have significant positive effects on children’s ability to read (Shaywitz, 2003). This course presents instructional strategies for teaching reading skills to the most difficult to teach learners. The course provides alternative strategies for children who have experienced failure in learning to read. The course will focus on effectively teaching the five critical areas of reading instruction designated by the National Reading Panel. This course will involve teaching preservice teachers how to assess accurately the current reading levels of learners with disabilities. Students also will develop a systematic instructional plan to promote reading achievement. Students will learn to use commercial reading programs (e.g., Corrective Reading, REWARDS) and how to modify commercial programs to meet better the instructional needs of learners with disabilities. Students will learn how to make instructional decisions based on data they collect from learners with disabilities. Reading strategies that have been empirically-validated with students who have disabilities, who are English language learners, and/or who are economically disadvantaged will be emphasized.

Relationship to Other Courses/Curricula: This course is a reading methods course for special education majors. It is designed to prepare special education teachers with effective strategies to instruct learners with disabilities in reading. The course builds on
and extends the information that special education majors acquire in their general education reading courses.

**Course Objectives**
Successful students will be able to…

I. Assess reading skills/abilities of learners.
II. Identify specific reading skills to be taught to students.
III. Design a reading intervention program for learners.
IV. Implement Direct Instruction lessons.
V. Develop a comprehensive reading program for diverse learners.
VI. Describe research findings related to specific recommended teaching strategies.
VII. Demonstrate competence in fluency training.
VIII. Demonstrate skills in teaching phonics.
IX. Demonstrate skills in teaching phonemic awareness.
X. Demonstrate skills in teaching comprehension.
XI. Describe basic strategies for teaching spelling and other written expression skills.
XII. Write a comprehensive assessment and intervention report.

**Off-Campus Field Experiences** This course requires that candidates participate in a field placement two hours per week (i.e., two 1-hour sessions per week). Students will be assigned an urban learner who is experiencing severe reading problems. Students will be required to assess, prepare, deliver, and evaluate the effectiveness of their reading instruction. The instructor and graduate assistants will supervise students in this course.

**Diversity:** The course will address issues of cultural, socioeconomic status, linguistic, and skill differences in relation to reading instruction. Students will have a better understanding of how to teach reading to culturally and linguistically diverse children by the end of the course. The School of PAES 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 School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Technology:** The faculty will use Carmen to facilitate dissemination of information to students and lectures will involve classroom technology. Students will also be required to present information using technology. Quizzes will usually be administered though Carmen.
**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 semester as possible to receive effective and timely accommodations.”

<table>
<thead>
<tr>
<th>ASSESSMENT AND GRADING</th>
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<tbody>
<tr>
<td><em>Professionalism</em></td>
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<tr>
<td>Take Home Final</td>
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<tr>
<td>Quizzes</td>
</tr>
<tr>
<td>10 pts. each</td>
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<tr>
<td>8 Quizzes</td>
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<tr>
<td><em>Sound Cards I</em></td>
</tr>
<tr>
<td>1/2 pt. per card</td>
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<tr>
<td>44 Cards</td>
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<tr>
<td>Sound Card II</td>
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<tr>
<td>22 pts.</td>
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<td><em>Format Checkouts (2)</em></td>
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<tr>
<td>5 pts. each</td>
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<td>2</td>
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<tr>
<td><em>Lesson plans</em></td>
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<tr>
<td>5 pts. each</td>
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<tr>
<td>9</td>
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<tr>
<td><em>CBM/Data presentations</em></td>
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<tr>
<td>5 pts. each</td>
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<td>3</td>
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<tr>
<td>Phonics for Teachers</td>
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<tr>
<td>midterm (20 pts.)/final (42 pts.)</td>
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<td>Phonics for Teachers-Book check</td>
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<tr>
<td>6 pts.</td>
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<td>2</td>
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<tr>
<td><em>Initial Assessment</em></td>
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<td>*Final assessment/report</td>
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<tr>
<td><em>Binder</em></td>
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<td>Total</td>
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**Grading Scale**

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
<td>(400-376 pts.)</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
<td>(375-360 pts.)</td>
</tr>
<tr>
<td>89 - 86%</td>
<td>B+</td>
<td>(359-344 pts.)</td>
</tr>
<tr>
<td>85 - 82%</td>
<td>B</td>
<td>(343-328 pts.)</td>
</tr>
<tr>
<td>81 - 79%</td>
<td>B-</td>
<td>(327-316 pts.)</td>
</tr>
<tr>
<td>78 - 74%</td>
<td>C+</td>
<td>(315-296 pts.)</td>
</tr>
<tr>
<td>73 - 71%</td>
<td>C</td>
<td>(295-284 pts.)</td>
</tr>
<tr>
<td>70 - 68%</td>
<td>C-</td>
<td>(283-272 pts.)</td>
</tr>
<tr>
<td>67 - 63%</td>
<td>D+</td>
<td>(271-252 pts.)</td>
</tr>
<tr>
<td>62 - 60%</td>
<td>D</td>
<td>(251-240 pts.)</td>
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<tr>
<td>59%</td>
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<td>(239 &amp; below)</td>
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**ALL ASSIGNMENTS MUST BE SATISFACTORILY COMPLETED IN ORDER TO PASS THE COURSE!**

*Students can earn up 1-3 points for each designated assignment that meets and exceeds syllabus standards. Designated assignments have an asterisk (*)!* 

**Professionalism:** In your clinical placement you represent OSU. You are teaching a student who has learning difficulties and therefore you have a responsibility of providing your tutee with the best instruction possible. Therefore, you are expected to:

- ✓ Dress appropriately to convey professionalism to your students (no T-shirts, no short shirts, wear conservative tops). - 5 pts.
- ✓ Arrive at least 10 minutes before your tutoring session and stay an appropriate amount of time to clean up your teaching area. - 5 pts.
- ✓ Make constructive use of the OSU instructor’s and GA’s suggestions to improve instruction. - 30 pts.
- ✓ Bring lesson plan folder to each tutoring session. - 5 pts.
Have updated progress monitoring graphs at each tutoring session and share the graphs with the tutee.- 5 pts.

Turn in lesson plan on time.- 10 pts.

Has a positive attitude with tutee and others.- 10 pts.

Regular attendance -10 pts.

Adhere to the following course of action in the event of illness on a tutoring day:

- Notify the course instructor by 7:30 at his office that you are ill (Illnesses should be verified by either a note from your physician or by the health center).

This is your responsibility. Failure to call your instructor will result in an unexcused absence and loss of lesson plan and related points for one day (614-292-3308). - 80 pts. awarded at end of semester.

Reinforcers will be supplied by course instructors for tutees. Tutors are not to provide their own reinforcers for children at anytime during the semester. OSU students who bring in reinforcers for their tutee will automatically lose 50 pts. from the professionalism category. Second offense will cause the loss of all professionalism points.

Take Home Final: Take Home Clinic-Based Final Exam is located on the last 2 pages of the syllabus. Each student must complete and upload the final exam on Carmen and TK20 before grades can be turned in for you. The final is worth 24 pts.

Quizzes: This course will have 10 pt. quizzes. There will be 8 quizzes totaling 80 pts. Quizzes will consist of multiple choice, fill-in-the-blank, and short answers covering the readings and lectures (except for the PT quiz). Quizzes will be taken in class.

Sound Cards: Students will be provided with 44 phonic cards through Carmen. Each card will have one of the phonic English sounds. Students are required to learn all 44 sounds. The instructor or GTA will assess students one-on-one. Students can request to be assessed at anytime during the semester. The students can complete up to three assessments during the semester. Each phonic card is worth 1/2 pt. There is a total of 22 possible points. The student’s highest score will be counted for the purpose of a grade. Student must obtain a score of 21 points or 42 out of 44 correct in order to receive any points for this requirement. Sounds cards must be attempted by the end of the 5th week of classes (Sept. 21, 2015) and completed no later than the 6th week of the classes (Sept. 28, 2015) to receive points. Students who successfully complete the sound cards by Sept. 18, 2015 will receive a 5 pt. bonus!

Sound Cards II: Students will be provided with a second set of phonics cards on Carmen. The sounds cards have the most common letter-sounds, letter-sound combinations, digraphs, blends, and affixes. Audio files on Carmen are available with key words so that students can practice saying the sounds. Students are required to learn all of the sounds and pass two checkouts, one for each section. The instructor or GA will conduct a one-on-one assessment. The sound cards are for a total of 22 points. Sounds
cards must be attempted by the end of the 7th class (Oct. 12, 2015) and completed no later than the 8th week of classes (Oct. 19, 2015) to receive points.

**Lesson Plans**: Each student must prepare 9 lesson plans to use when tutoring learners. Each lesson plan is worth 5 pts. totaling 45 pts. The lesson plan should include activities for both sessions that week. Please see sample lesson plan on Carmen. **Lesson plans must be in the Carmen drop box no later than Saturday at 11 PM, for the upcoming week. First late lesson plan will result in a 1 pt. deduction from the grade. Second late lesson plan will result in a 2 pt. deduction from the grade. Subsequent late lesson plan(s) will earn the grade of 0 pts. and will require a meeting with instructors to design plan to eliminate lesson plan tardiness. Please be reminded that in order to tutor a child a lesson plan must be on file for that week!**

**CBM/Assessments presentations**: Each student will complete multiple assessments with his or her tutee (i.e., at risk learner). Assessments will consist of curriculum-based measures to determine effectiveness of instruction, each session and monthly DIBLES assessments. Students will assess learners in reading accuracy, fluency, decoding skills, comprehension, and vocabulary. Data are to be collected at each tutoring session. There will be a total of 15 pts. for presentations. The presentation will include the two new CBM data points each week and one new DIBLES data point monthly. These presentations will be conducted at the beginning of each ESSPED 5738 class session, beginning with session #5. Each student will present his/her data to the entire class twice, once during the semester and once at the end of the semester. The third data presentation will take place in a small group setting. **Presentations are due in Carmen dropbox by 9 PM on the Sunday before Monday’s class.**

**Phonics for teachers**: You are responsible for completing the lessons as outlined in the syllabus. Students will take an in-class phonics midterm and final covering information from the book. One of the instructors of the class will check your book. Students must present their textbook signed and dated for each practice lesson at time of testing. Students cannot take the Phonics book midterm or final with an incomplete textbook. Students must score **90% or higher** on the test to receive any points under this category. The midterm and final are worth **20 pts.** and **42 pts. respectively.** Students may retake the midterm or final if their scores are below 90%. However, there is an automatic deduction of five points for each retest.

**Format Checkouts**: Internet and textbook provides example for teaching reading skills in a systematic and explicit manner. See Table 2.3 and Table 2.4 in your textbook (pp. 52 & 53) for examples of instructional formats. The formats are also available on Carmen. You can schedule a format checkout with one of the instructors at anytime weeks 2-7 of the semester. Please provide the instructor with a copy of the selected format prior to the tutoring session during which you will use the format. You will receive points for following all the recommended steps of the format with your tutee. You cannot receive partial credit for a format. Each format checkout is worth 5 pts. **Format checkouts begin Oct. 1, 2015 and Nov. 19, 2015. That is both of your checkouts must be completed by November 19, 2015.**
**Initial assessment:** Each student will complete an initial assessment of his or her learner. The assessment will consist of a commercial assessment such as the Woodcock Johnson Reading Test, DIBELS, Test of Word Reading, etc. The learners in the 4th grade and higher will be given the Corrective Reading Direct Instruction placement test. The students will write an initial report describing the learner’s strengths and weaknesses in reading, along with the initial intervention plan. The report is worth **15 pts**. You will receive the final report from Winter Semester. This will serve as your basis for developing your assessment report along with the data you will collect.

**Final assessment/report:** Each student will write a 4-5-page report using the initial assessment as the foundation of the report. The report will include baseline information for their learners, instructional objectives, intervention plan, and student outcomes. The report must include data collected by the student to assess the learner’s progress. The report must also include recommendation for future reading instruction. This report must be completed in order to receive a grade in the course. The report is worth **35 pts**.

**Binder:** At the end of the semester, you will turn in a binder organized into the following sections: (1) guided notes (include all guided notes/study guides; you may also include assigned articles in this section, but this is not required), (2) initial assessment report (include graded report), (3) lesson plans (include all 8 lesson plans; remember to evaluate each lesson), (4) data collection (include your data collection sheets, anecdotal data, etc. for each tutoring session), (5) final report, and, optional, (6) miscellaneous (include any other reading-related materials you wish; you may organize into additional sections if you prefer). Please include a title page with your name and the course information. **20 pts.**
# Topical Schedule

<table>
<thead>
<tr>
<th>Week (Mon. Lecture)</th>
<th>Topics/Tasks for Today’s Class</th>
<th>To Prepare for Today’s Class</th>
<th>Lab – working with Children &amp; tests</th>
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<tbody>
<tr>
<td>1 Aug. 31</td>
<td>Introduction/Overview of the class National Reading Panel Assessments Phonemic Awareness</td>
<td>Download syllabus and sound cards Read Chapters 1 Bursuck &amp; Damer (B &amp; D) Fox – Phonics Pretest</td>
<td>Work on Sound Cards 1</td>
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<tr>
<td>2 Sept. 7</td>
<td>Labor Day No classes</td>
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<tr>
<td>3 Sept. 14</td>
<td>Phonemic Awareness DIBELS/AIMsWeb training</td>
<td>B&amp;D Chapter 2 Fox- Phonics General Knowledge &amp; Concepts</td>
<td>No Tutoring Work on Sound Cards 1</td>
</tr>
<tr>
<td>4 Sept. 21</td>
<td>Alphabetic Principle Classroom Reading Instruction/ DIBELS/AIMsWeb training Developing Lesson Plans Behavior Management</td>
<td>Read (B&amp;D) Ch. 3 Fox- Phonics Single Letter Consonants</td>
<td>Work on Sound Cards 1 Quiz 1 (Chapters 1, 2, &amp; lectures) in class Last week to earn 5 bonus points for sound cards</td>
</tr>
<tr>
<td>5 Sept. 28</td>
<td>Alphabetic Principle Precision Teaching Developing lesson Plans 2 Review Phonemic Awareness and Phonological Awareness</td>
<td>Precision Teaching Fox- Consonant Digraphs &amp; blends</td>
<td>Tutoring session at Hamilton on Tuesday only this week Work on Sound Cards 1. Precision teaching quiz Quiz 2 (Chapter 3 &amp; lectures) in class Oct. 2 Sounds Cards #1 Test</td>
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<td>Oct. 5</td>
<td>Advanced Word Reading Precision Teaching</td>
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<td>6</td>
<td>Oct. 12</td>
<td>Vocabulary Initial assessment reports due o Read (B&amp;D) Ch. 6 o Review phonics book Parts I-V</td>
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<tr>
<td>7</td>
<td>Oct. 19</td>
<td>Comprehension o Read (B&amp;D) Ch. 7 o <strong>Phonics midterm</strong></td>
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<tr>
<td>8</td>
<td>Oct. 26</td>
<td>Comprehension for older learners Data presentation Lesson plans 1-3 due o Fox- Onsets &amp; Rimes</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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</table>
| Nov. 2   | Reading Fluency                          | **Data presentation**  
  - Read B&D Ch. 5  
  - Fox- Phonics Syllable and accent patterns  
  - Tutoring Tuesday & Thursday  
  - Quiz 6 (chapter 5 & lecture) lesson plans due this Saturday by 11 PM |
| Nov. 9   | Direct Instruction                       | Fox- Morphemes, prefixes, suffixes, contractions and compound words  
  - Tutoring Tuesday and Thursday Tutoring |
| Nov. 16  | Teaching reading across the Curriculum    | **Data presentation**  
  - Research articles  
  - Tutoring Tuesday and Thursday Tutoring |
| Nov. 23  | Technology based reading programs        | **Data presentation**  
  - Tutoring Tuesday only due to Thanksgivings Holiday |
| Nov. 30  | Phonics final Parts I-VIII               | **Data presentation**  
  - Tutoring Tuesday & Thursday  
  - lesson plan due this Saturday by 11 PM |
| Dec. 7   | Student Presentations                    | **Data presentation**  
  - Tutoring on Tuesday only  
  - Take Home Final Due Dec. 8 |
| Dec. 14  | Final Assessment                         | Student Presentations –  
  - Finals week |

* Readings must be done **BEFORE** class as assigned each day.

**Required Textbooks**

Reading Instruction for Students Who Are At Risk or Have Disabilities (2011). 2nd Ed. Bursuck, & Damer

*Phonics for the Teacher of Reading*, 10th Ed. by Fox & Hull, 2005.

**Required articles**

disabilities. *Exceptional Children*, 72, 392-408.

Marchand-Martella, N.E., Martella, R. C., & Przychodzin, A. M. (n.d.). *The research base and validation of SRA’s corrective reading program.* SRA.


**Additional Readings**


Take Home Clinic-Based Final Exam

Directions: Use these questions over the course of the semester to help you reflect on various aspects of your instruction. At the end of the semester, you will type your answers to each question into one document and upload that document to Carmen as your take-home final exam. The attached rubric will be used to assess your responses, so attend carefully to each component of each question and to the criteria included in the rubric. Your exam is due no later than our scheduled final exam time (see the University’s final exam schedule for specifics). In preparation for the exam, you may ask questions of your instructor and clinical supervisors. You may also use any of the components of your final assessment report within this assignment. However, you may not discuss your responses with your classmates.

1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities (CEC 1.1). Describe the language, culture, and family background of the focus learner you worked with this semester. Discuss how your understanding of your focus learner’s background influenced his/her learning, and, in turn, your teaching.

2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities (CEC 1.2). Describe some of the characteristics of your focus learner. Provide some examples of instructional decisions you made this semester that were directly related to your focus learner’s development and/or individual differences.

3. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (CEC 4.1). Name and briefly describe one formal and one informal assessment you used this semester with your focus learner.

4. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (CEC 4.3). Describe how you used the assessments above to make instructional decisions about your focus learner. How did you collaborate with other professionals (including your peers, instructor, and supervisors) in making these decisions?

5. Beginning special education professionals teach to mastery and promote generalization of learning (CEC 5.6). Describe how you taught your focus learner to mastery. What, specifically, did he/she master? How did you plan for generalization? In what ways, specifically, were you hoping your focus learner would generalize skills? Were you successful in promoting generalization? If so, how do you know you were successful? If not, what would you do next in your teaching to program for generalization?
6. **Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities (CEC 5.7).** Name at least one cross-disciplinary skill you taught this semester. Why did you choose this skill? How successful were you at teaching this skill? Explain.

7. **Beginning special education professionals understand how foundational knowledge and current issues influence professional practice (CEC 6.2).** What is the “3rd Grade Guarantee”? How did your knowledge of this mandate affect your practice? How might it affect your practice in the future?

8. **Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities (CEC 6.4).** Through chart sharing and collaborative problem-solving, your reading clinic experience provided you an opportunity to be a part of a professional learning community (PLC) or teacher-based team (TBT). PLCs and TBTs are part of the culture in Ohio’s schools. Describe how being a part of such a community has affected your practice thus far. How do you see it influencing your practice in the future?