**Term Information**

**Effective Term**
Autumn 2016

**General Information**

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Educ Sts: Special Education</th>
</tr>
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<tbody>
<tr>
<td>Fiscal Unit/Academic Org</td>
<td>School/Educ Policy&amp;Leadership - D1280</td>
</tr>
<tr>
<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
</tr>
<tr>
<td>Level/Career</td>
<td>Graduate, Undergraduate</td>
</tr>
<tr>
<td>Course Number/Catalog</td>
<td>5734.01</td>
</tr>
<tr>
<td>Course Title</td>
<td>Methods of Instruction for Elementary Children with Mild/Moderate Disabilities: Early Childhood</td>
</tr>
<tr>
<td>Transcript Abbreviation</td>
<td>Mild/Mod Meth Elem</td>
</tr>
<tr>
<td>Course Description</td>
<td>This is a method course with a field placement that will provide students with information and strategies for working with children who have mild disabilities.</td>
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<tr>
<td>Semester Credit Hours/Units</td>
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**Offering Information**

<table>
<thead>
<tr>
<th>Length Of Course</th>
<th>14 Week</th>
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<tbody>
<tr>
<td>Flexibly Scheduled Course</td>
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</tr>
<tr>
<td>Does any section of this course have a distance education component?</td>
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</tr>
<tr>
<td>Grading Basis</td>
<td>Letter Grade</td>
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<tr>
<td>Repeatable</td>
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<tr>
<td>Course Components</td>
<td>Lecture</td>
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<tr>
<td>Grade Roster Component</td>
<td>Lecture</td>
</tr>
<tr>
<td>Credit Available by Exam</td>
<td>No</td>
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<tr>
<td>Admission Condition Course</td>
<td>No</td>
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<tr>
<td>Off Campus</td>
<td>Never</td>
</tr>
<tr>
<td>Campus of Offering</td>
<td>Columbus</td>
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</table>

**Prerequisites and Exclusions**

**Prerequisites/Corequisites**

Prereq: 5742 or 5742.01 or EduPAES 5742 (742). Open only to special education majors, or by permission of 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

- This course is designed to teach pre-service teachers effective instructional strategies for elementary learners (K-6) with mild to moderate disabilities. An emphasis will be placed on research based instructional strategies applied to teaching math.

Content Topic List

- Disability prior to 1800
  - Disability prior to 1800 - 1932: The reform movement
  - History of disability 1932 to present: The quest for equality
- Creating a Positive Learning Environment
- Assessment
- Teaching Math
- Multicultural Education

Attachments

- ES SPED 5734 Syllabus.doc
  (Syllabus. Owner: Ferillo,Meg A)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Ferillo,Meg A</td>
<td>12/23/2015 10:27 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>02/16/2016 02:53 PM</td>
<td>Unit Approval</td>
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<td>Odum,Sarah A.</td>
<td>02/16/2016 02:53 PM</td>
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<td>Zircher,Andrew Paul</td>
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<td>Warnick,Bryan R.</td>
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<tr>
<td></td>
<td>Achterberg,Cheryl L</td>
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Course Syllabus: ES SPED 5734
Teaching Students with Mild/Moderate Disabilities: Primary Grades
ES SPED 5734.01
Teaching Students with Mild/Moderate Disabilities: Primary Grades: Early Childhood
ES SPED 5734.02
Teaching Students with Mild/Moderate Disabilities: Primary Grades: Mild/Moderate
Autumn Semester, 2015
Tuesdays 7:05 pm to 9:45 pm
PAES A109

Contact Information:

Instructor: Kristall Day, Ph.D., BCBA
Office: PAES A342 & Arps 185
Phone: 614.599.8901
Email: day.368@osu.edu
Office Hours
Tuesdays 12:00- 2:00 (PAES)
Fridays 10:00 - 12:00 (Arps)
Or by appointment

Course materials are posted on Carmen (http://carmen.osu.edu). Please check this site often!

1. Course Description/Rationale
   This course is designed to teach pre-service teachers effective instructional strategies for elementary learners (K-6) with mild to moderate disabilities. An emphasis will be placed on research based instructional strategies applied to teaching math. This course is designed to 1) provide students with both theoretical and empirical foundations for designing effective mathematics instruction for students, 2) develop students’ skills in applying that knowledge to effectively teach children with mild/moderate disabilities using a direct instruction model, 3) refine students’ skills in collecting and analyzing assessment data to inform instruction, and 4) apply effective classroom management and organization principles in an instructional setting. Content covered in the course will include issues in mathematics instruction, analysis and modifications of instructional materials, and design of generalizable problem solving strategies. A heavy emphasis will be placed upon instructional design and instructional delivery best practice. Students will be taught methods for diagnostic assessment and monitoring student progress as well as concurrently adjusting instruction based on data to meet individual student needs.

2. Knowledge, skills, and dispositions
   Upon completion of the course, the successful student will be able to:
   I. Apply previously learned knowledge about the characteristics of primary aged students with high-incidence disabilities (CD, SLD, and SED) to a field placement setting
   II. Demonstrate skills in teaching math computation and algorithms in both a simulation and classroom situation using direct instruction formats
   III. Use curriculum based measurement and diagnostic assessment to make instructional decisions, plan lessons, and individualize instruction

1 Syllabus for ES SPED 5734–Autumn Semester 2015 (Day)_Revised on August 20, 2015
IV. Analyze and modify instructional materials to meet the needs of diverse learners
V. Identify and apply the appropriate sequence and scope of academic skills in math
VI. Demonstrate effective and appropriate error correction procedures to ensure student learning
VII. Develop and implement classroom management strategies during tutoring sessions in field placements
VIII. Demonstrate professional behavior and aptitude in a field placement setting

3. Relationship to Other Courses/Curricula
This course builds on the content covered in (a) ES SPED 5251, applying knowledge pertaining to the characteristics of students with mild to moderate disabilities and evidence-based instructional strategies; (b) ES SPED 5743, focusing on how to use assessment data to develop instructional programs; (c) ES SPED 5742 using the principles of applied behavior analysis to design and implement effective instruction; and (d) ES SPED 5750, preparing students to implement effective classroom and behavior management strategies. This course is also essential to preparing students for (a) ES SPED 5735 expanding students’ repertoire of skill based instruction to the secondary setting; (b) ES SPED 5738, demonstrating how the principles of behavior can be used to develop effective strategies for use in reading instruction; and (c) ES SPED 4189 student teaching.

4. Off-Campus Field Experience
Students are required to participate in a practicum experience simultaneously with this course. Specifically, students will be assigned to work with an elementary school (K-5) intervention specialist for a total of 80 hours (65 hours for Early Childhood Majors). Students will complete several application assignments in their placements. Transportation is the students’ responsibility.

5. Diversity
The Department of Educational Studies 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 Educational Studies Department 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. This course will include the study of diversity as it relates to exceptionality. Specifically, candidates will learn evidence-based strategies that have been shown to be effective with diverse groups of students.

6. Technology
Candidates will be exposed to technology in a variety of ways. All lectures will use PowerPoint and multimedia presentations. Candidates will be required to access a web-based course management system (i.e., Carmen) to download course materials and complete weekly reflection quizzes. In addition, candidates will learn about web-based resources and assistive/universal technology to enhance instruction.

7. Course Requirements/Evaluation

Requirements:
7.1. **Notes and chapter study guide questions.** Each week, you will have access to notes and study guides on the Carmen website. You are strongly encouraged to take notes during the class session, and complete the chapter guide questions while reading outside of class. If you miss a class, you are responsible for contacting a class member for missed lecture notes. Notes will be posted 24 hours before class and study guides will be posted a week prior to the quiz. You will not turn in the completed chapter study guides or the notes but these will help you be successful on the weekly quizzes.

7.2. **Professional organizational binder.** You should bring your binder to class each week. You are strongly encouraged to file and organize all course materials in this binder (study guides, notes, lesson plans, progress-monitoring data, assessments, and calendar) (See Appendix A for suggested organization).

7.3. **In-class exercises, discussion, and professional behavior** (worth 10% of your grade) ES SPED 5734 is a professional education class and students are required to attend all class sessions. Over the course of the semester, there will be several in-class simulation activities. Professional level participation is essential, given that these exercises will provide you with opportunities to apply, discuss, and synthesize the content covered in class and in readings. Most classes will include lecture, discussion, and simulated practice to review key information from the text and to prepare you for conducting instruction in the school setting. Your interactions and involvement make for a more enjoyable class for all of us. Students earn two points for attendance and participation in class. To earn one point, you must 1) be on time for class, 2) stay for the entire session, and 3) bring all required completed materials. To earn the second point, you must engage in a professional manner with a high level of engagement throughout the class period. The usage of computers and cell phones during class is forbidden unless you have special permission from the instructor. **Required materials include the textbooks, your binder, notes and completed chapter study guides. Additional assignments are due throughout the semester. Please refer to the course calendar for due dates.** (See Appendix B for Professional Behavior Rubric)

7.4. **Weekly quizzes** (worth 15% of your grade). Each week, you will be given a short quiz that covers the assigned readings. The quiz will be given at the beginning of class. Quiz items will include multiple choice questions, short answer questions, or essay questions.

7.5. **Instructional Cycle Project:** (worth 65% of your grade; see rubrics and materials posted on Carmen) This large project is based on edTPA, which is a nationally available preservice teacher performance assessment. This assignment will help you think critically about the choices you make as a teacher and why you make those choices. With guidance from your mentor teacher, you will select one focus learner to include in your project. Within this assignment, you will enact an instructional cycle, which includes planning, implementing instruction, and assessing student learning. You will also be asked to respond to commentaries in order to describe and justify your choices. **This project should be based on Mathematics content in grades K-5 or cognitive development in PK.**

- **Context for Learning:** (5%) In this short, written assignment, you will be asked to describe your educational setting, the focus learner you have selected for the project, and other relevant details that would impact your planning, instruction, and assessment.
- **Initial Assessment Report:** (15%) In order to develop a learning segment, you will administer assessments and gather existing information to inform your planning and instruction. The assessment data will provide the information needed to develop a learning segment (3-5 lessons), which you will teach in your field placement. You will analyze student responses to determine error patterns and organize data from the assessments to develop lesson goals and objectives. Ultimately, the
assessment data will guide your lesson planning and progress-monitoring data collection. A template and detailed rubric is provided on Carmen.

- **Planning Assignment:** (worth 15%) You will use the results of the Context for Learning and Initial Assessment Report to plan a learning segment (3-5 lessons). The learning segment is designed for your selected focus learner. This will include lesson plans, materials, assessments, data collection tools, and responses to the Planning Commentary.

- **Instruction Assignment:** (worth 15%) After you have successfully planned your learning segment, you will implement the instruction in your field placement setting. You will video record your instruction and complete the Instruction Commentary.

- **Assessment Assignment:** (worth 15%) After you implement the instruction, you will review assessment results, student work samples, data, and your instruction video to determine student growth and areas of need. You will analyze these sources of evidence to determine possible next steps for instruction. You will also analyze the effectiveness of your planning and teaching within the learning segment.

7.6. **Final Exam** (Worth 10% of your grade) During exam week, you will complete an online exam through Carmen. The exam will cover information from the textbooks and weekly quizzes. The exam will be open-note, open-book, but it will be timed. You may not collaborate with peers on this exam—it should be completed independently.

7.7. **Field Placements:** (See Appendix C, D, & E and Carmen for Field Placement Materials) You are required to spend 6-8 hours per week (3 or 4 hours each day, two days per week) in the designated field placement. Remember that you are a guest in the assigned classrooms and should conduct yourself professionally at all times. You are expected to become actively involved in the classroom in which you are assigned. You should seek opportunities to assist in the instruction of students. Take the letter of introduction and syllabus to your cooperating teacher concerning their role in your practicum experience (these are posted on Carmen). Also please make sure your mentor submits your weekly evaluation through the Qualtrics survey that will be sent each week (Appendix C). **You are encouraged to attend at least one IEP meeting during this practicum.** You are not to work on written schoolwork at your placement site. Materials should be prepared before you go to the site and assignments done after you leave. Working on class assignments (other than teaching students in your assigned placement) is one of the most common reasons cooperating teachers give students poor evaluations. Other reasons for poor evaluations are lack of initiative in assisting in the classroom and not communicating with mentors about assignments and course requirements. You must complete the following requirements to receive a Satisfactory grade for the field experience:

- Complete a minimum of 80 hours in your placement (65 hours for Early Childhood majors). The required hours must be completed during academic time or structured meetings with your mentor (in other words, make sure the hours you submit for a grade are hours that you are actively engaged in activities that will help you become a skilled teacher).

- You must complete a weekly log and reflection on Carmen under your 3189 course (Field Experience Quizzes – see Appendix D for an example). The weekly logs are set-up as quizzes on Carmen and they must be submitted by the due date in order for you to receive credit. When rating yourself, please use the professional behavior rubric included in Appendix B. You should review your ratings and reflection with your mentor to get their feedback on strengths and opportunities for growth. Your mentor will also need to approve the hours you spent in your field placement by confirming the
hours you submitted on their survey. Please make sure you and your mentor agree upon the number of hours you completed each week prior to survey and Carmen quiz submission.

- You must receive a minimum of 80% overall positive ratings (meeting or exceeding expectations) for the semester from your mentor on the weekly evaluations. The weekly evaluations are sent to your mentor via email on a weekly basis and data are collected through Qualtrics. I must receive an evaluation for every week you are in your field placement; therefore, you may need to remind your mentor to complete the survey at the end of each week in addition to my email reminders. Additionally, your mentor will complete a final evaluation describing your strengths and opportunities for future growth (Appendix E).

- You must communicate with your mentor about assignments and receive some sort of formal or informal feedback from them. You are a guest in their classroom and the students you will be working with are ultimately their responsibility; therefore, they need to know what you are doing during the lessons you teach.

8. Grading:

Grade distribution across assignments:
- Attendance, professional behavior, and participation 10%
- Weekly quizzes 15%
- Instructional Cycle Project 65%
  - Context for Learning Assignment 5%
  - Initial Assessment Report 15%
  - Planning Assignment 15%
  - Instruction Assignment 15%
  - Assessment Assignment 15%
- Final exam 10%

Letter grade scale:

<table>
<thead>
<tr>
<th>Percent score</th>
<th>Percent score</th>
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<tbody>
<tr>
<td>A 94% &amp; above</td>
<td>C 73%-76.9%</td>
</tr>
<tr>
<td>A- 90% - 93.9%</td>
<td>C- 70%-72.9%</td>
</tr>
<tr>
<td>B+ 87.5%-89.9%</td>
<td>D+ 67%-69.9%</td>
</tr>
<tr>
<td>B  84%-87.4%</td>
<td>D  64%-66.9%</td>
</tr>
<tr>
<td>B- 80%-83.9%</td>
<td>D- 60%-63.9%</td>
</tr>
<tr>
<td>C+ 77%-79.9%</td>
<td>E  Below passing</td>
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</tbody>
</table>

9. Required Textbooks:
- 9.2. *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes
- 9.3. Additional Required Readings: There will be additional readings that will be posted on Carmen. Please refer to the course calendar to make sure you complete these reading assignments.

10. 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. Please be sure your disability is documented at the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall.

11. 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. Turning in lessons or assignments that mirror another student’s, fabricating student progress data, and dishonest reporting of field placement hours fall under this category.

12. Other Information

- If a student must be absent for any reason, s/he is responsible for making their own arrangements to obtain information from any missed class period. In the case of a documented emergency, a missed quiz can be made up during office hours or during an arranged appointment with the instructor prior to the next class session. Students will not be able to make up quizzes after they have been passed back to students after grading. The student must attach to the quiz documentation of the emergency (quizzes with no or inadequate documentation will not be graded).

- Assignments are due at the beginning of the class session or by the designated time on Carmen dropboxes. A 10% deduction will be taken for each day that the assignment is late.

- All work should of professional quality (i.e., neat and edited for errors and typos). Directions should be followed carefully. If you do not understand the requirements of an assignment, it is your responsibility to ask for help prior to the due date of the assignment. Assignments that do not appear professional will be returned to you. Deductions will be made according to the late assignment penalty described above (i.e., 10% deduction each day). Unless you have been assigned to work with another classmate coordinating four-day instruction for a student, your projects should be individualized to uniquely meet your student(s)’ needs with little resemblance to any other classmate’s work.

- I will regularly communicate with students through OSU email and Carmen. It is your responsibility to check this email on a regular basis.

- The instructor reserves the right to make adjustments to the assignments, grading procedures, or calendar. A change will only be made when the instructor feels the change will be in the best interest of the students in the class. Changes to the syllabus will be explicitly described to students in class and posted on Carmen as announcements.

- As a student in this course, you are expected put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of course objectives as defined by predetermined performance standards. These standards will be made conspicuous to maximize your ability to earn a good grade, and more importantly, to acquire the knowledge and skills taught in this course.
### Topical Outline/Course Calendar

**Each week** remember to bring the following items to class:

- Notes & study guides
- Additional assignments that are due (see calendar below)
- The A&H and Carnine math book
- Organizational binder

<table>
<thead>
<tr>
<th>Date &amp; Session</th>
<th>Lecture Topic</th>
<th>Assignments Due</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Overview of the course</td>
<td>Chapter 1 of A&amp;H Ch. 1-3 Carnine (Note- will be quizzed on these readings session 2)</td>
<td>-Contact your mentor teacher via email and coordinate your first visit for the week of August 31st.</td>
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<tr>
<td>August 25</td>
<td>Explicit Instruction</td>
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<tr>
<td><strong>Session 2</strong></td>
<td>Understanding the educational context</td>
<td>Chapter 2 of A&amp;H Funds of Knowledge (Note- will be quizzed on readings from session 1 AND session 2)</td>
<td>-Contact your mentor teacher via email and coordinate your first visit for this week.</td>
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<tr>
<td>September 1</td>
<td>Funds of Knowledge</td>
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<td>-Provide a hard copy of the mentor teacher packet to your mentor during the first visit.</td>
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<tr>
<td></td>
<td>Overview of ETR &amp; IEP</td>
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<td>-During your first and second visit, get your mentor teacher’s advice about a student you can instruct.</td>
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<td></td>
<td>Designing Lessons: Skills &amp; Strategies</td>
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<td>-FE quiz 1 on Carmen</td>
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<tr>
<td><strong>Session 3</strong></td>
<td>Content Standards</td>
<td>Chapter 3 of A&amp;H Read Mathematics Ohio Academic Learning Standards for the grade level that corresponds with your field placement</td>
<td>-Have a student identified for instruction this week.</td>
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<tr>
<td>September 8</td>
<td>Using the ETR &amp; IEP to gather information</td>
<td></td>
<td>-Review the student’s ETR, IEP, and gather other information (Funds of Knowledge).</td>
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<td>Diagnostic Assessment</td>
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<td>-Complete the Context for Learning document.</td>
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<td></td>
<td>Supports</td>
<td></td>
<td>-Start completing the Initial Assessment Report.</td>
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<tr>
<td></td>
<td>Designing Lessons: Vocabulary &amp; Concepts</td>
<td></td>
<td>-FE quiz 2 on Carmen</td>
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</table>
| Session 4  
| September 15 | Baseline data on specific skill  
| Creating goals and objectives  
| Alignment of goals, objectives, and supports  
| Organizing assessment data  
| Designing Lessons: Rules  
| Chapter 4 of A&H  
| Context for Learning Due | Gather assessment data from a variety of sources (mentor teacher records, diagnostic assessment, baseline data on identified skill, etc.)  
- Create a learning goal and lesson objectives based on the assessment information.  
- Continue completing the Initial Assessment Report.  
- FE quiz 3 on Carmen |
| Session 5  
| September 22 | Lesson Planning  
| Formative & Summative Assessment  
| Planning assessments to monitor learning  
| Organizing Instruction  
| Chapter 5 of A&H | Finalize the Initial Assessment Report.  
- FE quiz 4 on Carmen |
| Session 6  
| September 29  
| (No meeting on campus) | Initial Assessment Report  
| Lesson Planning Work Session | Initial Assessment Report Due | Begin drafting lesson plans for learning segment.  
- FE quiz 5 on Carmen |
| Session 7  
| October 6 | Lesson Planning Review  
| Supporting Communication  
| Delivering Instruction: Eliciting Responses  
| Promoting a Positive Learning Environment | Chapter 6 of A&H | Draft lesson plans for learning segment.  
- Begin completing Planning Assignment Commentary.  
- FE quiz 6 on Carmen |
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<tr>
<th>Session 8</th>
<th>Lesson Planning Review</th>
<th>Chapter 7 of A&amp;H</th>
<th>-Finalize lesson plans for learning segment. -Finalize the Planning Assignment Commentary. -FE quiz 7 on Carmen</th>
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<td>October 13</td>
<td>Progress Monitoring &amp; Data Collection</td>
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<tr>
<td></td>
<td>Delivering Instruction: Other Critical Delivery Skills</td>
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<td>Engaging and Motivating Learners</td>
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<td>Session 9</td>
<td>Providing Appropriate Independent Practice Planning Assignment Due</td>
<td>Chapter 8 of A&amp;H</td>
<td>-Implement and record learning segment lessons. -Pay special attention to how you will provide evidence of effective feedback and support for targeted communication skill. -FE quiz 8 on Carmen</td>
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<td>October 20</td>
<td>Deepening Learning</td>
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<td>Session 10</td>
<td>Counting &amp; Symbol Identification Planning Assignment Due</td>
<td>Chapters 4 &amp; 5 Carnine</td>
<td>-Implement and record learning segment lessons. -Pay special attention to how you will provide evidence of effective feedback and support for targeted communication skill. -Select two clips to discuss. -FE quiz 9 on Carmen</td>
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<td>October 27</td>
<td>Supporting Teaching &amp; Learning</td>
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<td>Analyzing Teaching</td>
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<td>Session 11</td>
<td>Basic Facts, Addition, &amp; Subtraction Planning Assignment Due</td>
<td>Chapters 6, 7, &amp; 8 Carnine</td>
<td>-Implement and record learning segment lessons. -Select two clips to discuss. -Pay special attention to how you will provide evidence of effective feedback and support for targeted communication skill. -Complete the Instruction Assignment commentary. -FE quiz 10 on Carmen</td>
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<tr>
<td>November 3</td>
<td>Analyzing Teaching</td>
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<td>Session 12</td>
<td>November 10</td>
<td>Multiplication &amp; Division Analyzing Learner Performance</td>
<td>Chapters 9 &amp; 10 Carnine Instruction Assignment Due</td>
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<tr>
<td>Session 13</td>
<td>November 17</td>
<td>Problem-Solving Fractions Feedback to Guide Further Learning</td>
<td>Chapters 11 &amp; 12 Carnine</td>
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<td>Session 14</td>
<td>November 24</td>
<td>Decimals &amp; Percent and Ratios Evidence of Communication</td>
<td>Chapters 13 &amp; 14 Carnine</td>
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<tr>
<td>Session 15</td>
<td>December 1</td>
<td>Telling Time, Money, &amp; Measurement Using Assessment to Inform Instruction</td>
<td>Chapters 15-17 Carnine</td>
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<tr>
<td>Session 16</td>
<td>December 8</td>
<td>Mathematics Study Skills Using Assessment to Inform Instruction</td>
<td>Chapter 18 Carnine Assessment Assignment Due</td>
</tr>
<tr>
<td>Final Exam – Monday, December 14th 8:00 p.m. – 9:45 p.m.</td>
<td></td>
<td>Online final exam covering content of the textbooks</td>
<td>Online final exam covering content of the textbooks</td>
</tr>
</tbody>
</table>
Appendix A: Organizational Class Binder

Procedures

1. Purchase a large 3 ring hard backed binder and section dividers.
2. Neatly label the sections in as binder as follows in this same order:
   a. Calendar- Write important information about your placement (field trips, holidays, etc.). It is also a good idea to track the hours you completed in your placement as a personal record.
   b. Syllabus
   c. Notes
   d. Chapter Study Guides & Graded Quizzes
   e. Initial Assessment Report
   f. Planning Assignment (note- this includes the Context for Learning)
   g. Instruction Assignment
   h. Assessment Assignment
3. You are expected to maintain an up-to-date binder as an organizational tool for teaching.
Appendix B: Professionalism

The following rubric will be used to determine points earned during class. You and your mentor will also use this rubric to rate your performance in your field placement. The ratings will be included on your weekly log and reflection.

**PROFESSIONAL BEHAVIORS RUBRIC**

Please reflect carefully on the five professional behaviors identified below and the extent to which you demonstrated them during and in preparation for this class period. Rate yourself using the following rubric.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated few of the behaviors across the class period or was inconsistent in demonstrating a number of the behaviors.</td>
<td>Demonstrated some, but not all, areas of the professional behavior across the class period or demonstrated all behaviors but not consistently across the class period.</td>
<td>Consistently demonstrated all areas of the professional behavior across the entire class period.</td>
</tr>
</tbody>
</table>

**In Class/On Campus**

**Preparation, Planning, and Timeliness**

<table>
<thead>
<tr>
<th>In Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrived on time; brought all relevant instructional materials to class; completed readings and assignments; fulfilled responsibilities for group work; was prepared for participating in class</td>
</tr>
</tbody>
</table>

**Communication and Respect**

<table>
<thead>
<tr>
<th>In Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was dressed appropriately; spoke clearly and professionally; recognized and honored multiple perspectives when communicating with others; checked for understanding when necessary; treated others with dignity and respect; used resources appropriately; graciously agreed to disagree in times of conflict; and projected a professional image when interacting with peers and instructors in class</td>
</tr>
</tbody>
</table>

**Engagement**

<table>
<thead>
<tr>
<th>In Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively participated in class discussions and activities; consistently contributed in ways that supported the objectives of the course; collaborated with other members of the class during group work; stayed on task; and promoted a class climate conducive to learning</td>
</tr>
</tbody>
</table>

**Commitment**

<table>
<thead>
<tr>
<th>In Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated eagerness for the information presented in class; turned in assigned work on the due date in a professional format; demonstrated continual improvement in teaching behavior; responded positively to instructor feedback; made changes based on instructor feedback; encouraged others to take an active role in group discussions or activities; and demonstrated a passion towards the profession</td>
</tr>
</tbody>
</table>

**Responsibility**

<table>
<thead>
<tr>
<th>In Practicum Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed instructors’ directions; took responsibility for own actions; was attentive during class; demonstrated ability to work well with others; did not hold side conversations while other individuals were talking; did not interrupt class; and did not use cell phone or text message during class</td>
</tr>
</tbody>
</table>
Appendix C: Weekly Mentor Evaluation Survey

Each week, a Qualtrics survey will be sent to your mentor teacher through email. The survey will include the following questions:

1. Please enter your Practicum Student's name in the field below:
   Last Name
   First Name

2. Please state the week attended, and Total Hours completed by practicum student:
   From (mm/dd/yy)
   To (mm/dd/yy)

3. Total Hours Completed

4. Was the OSU candidate punctual this week?
   Yes
   No

5. Was the OSU candidate appropriately attired?
   Yes
   No

6. Did the OSU candidate interact appropriately with students and staff?
   Yes
   No

7. Was the OSU candidate organized and prepared each day?
   Yes
   No

8. Did the OSU candidate work effectively within your classroom?
   Yes
   No

9. Did the OSU candidate display good behavior management skills?
   Yes
   No

10. Did the OSU candidate display effective teaching strategies?
    Yes
    No

11. If you responded "NO" to any of the above questions or have any other concerns, please comment below.
Appendix D: Example Field Experience Quiz (Weekly Log & Reflection)

1. How many hours did you complete in your placement this week?

2. What topics were covered in this week’s/last week’s 5734 class session?

3. Did you meet the goal(s) you set for yourself last week? What did you do in your practicum placement this week? Explain how these activities helped you meet your goal(s).

4. Describe at least two successful activities that you observed, assisted with, or led this week. Discuss why these activities were successful. (What teacher behaviors made this activity successful? How were student outcomes measured? Were instructional decisions based on those measurements? Etc.) Please be sure to discuss at least one of these activities in relation to the topics covered in class (see item #1 above).

5. Describe two unproductive activities/events/behaviors that you observed, assisted with, or led this week. Discuss why they were unproductive. (What teacher behaviors made an activity unsuccessful? Were student outcomes measured? How? What would you change to make the activity more successful? Etc.) Please be sure to discuss at least one of these activities in relation to the topics covered in class (see item #1 above).

6. Based on your responses to questions 3 and 4, what is/are your goal(s) for next week (instructional strategies, classroom management, student self-management, communication with mentor teacher, data collection, reinforcement strategies, etc.)? Be very specific with your goal(s).

7. Using the professional behavior rubric attached to the syllabus, please rate your behavior for this week.
Appendix E: Final Evaluation Survey

1. Did the OSU candidate meet your expectations for student placement? Please explain.

2. What do you view as this OSU candidate’s strengths in the classroom? Please address the OSU candidate’s abilities to use effective instructional strategies.

3. What do you view as this OSU candidate’s weaknesses in the classroom? Please address the OSU candidate’s abilities to use effective instructional strategies.

4. Do you have any suggestions for how this OSU candidate could improve his or her performance? Please explain.

5. Do you have any suggestions for how the OSU special education faculty could improve the practicum experience for you or our OSU candidates? Please explain.

*** Did the OSU student complete a minimum of 80 hours in his or her placement?