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: 5735.02
Course Title: Methods of Instruction for Secondary Students with Mild/Moderate Disabilities: Mild/Moderate
Transcript Abbreviation: Mild/Mod Meth Sec
Course Description: Provides advanced training in specialized techniques and advanced teaching strategies for middle and high school students with mild/moderate disabilities.
Semester Credit Hours/Units: Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites: Prereq: 5743 or 5743.02 or EduPAES 5743, and Special Education major; or 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
Course Details

Course goals or learning objectives/outcomes

- This course is designed to provide advanced training in methods for middle and secondary students with mild disabilities.

Content Topic List

- Research on adolescents with mild disabilities and effective interventions. Special topics include active student responding (ASR), and strategy instruction
- Effective curriculum design
- Developing unit and lesson plans
- Active student responding: What is it and why is it important?
- Active student responding: Specific techniques increasing ASR during group instruction
- Providing effective feedback
- Strategies for teaching secondary science and social studies, content area reading (including analysis of secondary textbooks), teaching written expression at the secondary level, teaching math at the secondary level
- Self-determination and organization skills
- Transition to postsecondary education and to work and independent living

Attachments

- ES SPED 5735 Syllabus.docx
  (Syllabus. Owner: Ferillo,Meg A)

Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>12/23/2015 10:36 AM</td>
<td>Submitted for Approval</td>
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<td>Wheaton,Joe Edward</td>
<td>02/16/2016 02:53 PM</td>
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2.0 Course Description/Rationale

The emerging literature in the field of high-incidence disabilities (i.e., mild mental retardation, specific learning disabilities, serious emotional disturbances) indicates that many promising strategies, approaches, and techniques are available to assist middle and upper grade students in learning new skills. Although other courses address the basic approaches to instruction and remediation, this course is designed to provide advanced training in methods for middle and secondary students with mild disabilities. Specifically, students will have opportunities to gain experience with more specialized techniques and to practice implementing advanced teaching strategies. The following topics will be emphasized: curriculum design, organizational skills, active student responding during group instruction, self-determination, learning strategies, direct instruction, instructional feedback, and secondary transition.

3.1 Knowledge, skills, and dispositions

Upon completion of the course, the successful student will be able to…

I. List characteristics of adolescents with high-incidence disabilities (MMR, SLD, and SED).

II. Describe several evidence-based, specialized procedures for instructing secondary students with high-incidence disabilities, including Direct Instruction (DI) and learning strategies.

III. List, describe, and apply six principles of effective curriculum design.

IV. Develop lesson plans with behaviorally stated objectives, detailed teaching procedures, and clear assessment strategies.

V. Demonstrate effective teaching and behavior management.

VI. Define active student response (ASR) and state advantages of increasing ASR during group instruction.

VII. Describe and apply various methods for increasing ASR during group instruction, including guided notes, response cards, choral response, DI, and fluency-building activities.

VIII. Describe methods for delivering effective error correction and contingent praise.

IX. Define self-determination and its component skills and describe and apply methods to promote self-determination in students.

X. Describe and apply strategies to improve students’ organization skills.

XI. Define transition services (incorporating its essential elements) as it relates to the preparation of students with disabilities for successful adult roles.

XII. Describe key legislation addressing transition from school to adult life of students with

1 Syllabus for ES SPED 5735–Spring 2015 (Konrad)
disabilities, including requirements of the Individuals with Disabilities Education Act (IDEA).
XIII. Compare and contrast major transition models with respect to key components.
XIV. Apply validated procedures and evidence-based strategies in planning effective instruction for transition skills.
4.0 Relationship to Other Courses/Curricula
This course builds on the content covered in (a) ES SPED 5742, demonstrating how the principles of behavior have been used to develop effective strategies for use in group instruction; and (b) ES SPED 5743, focusing on how to use assessment data to develop instructional programs.

5.0 Off-Campus Field Experience
Initial licensure students are required to participate in a practicum experience simultaneously with this course. Specifically, students will be assigned to work with a middle school or high school mild/moderate intervention specialist for a total of 80 hours, across a minimum of 12 weeks. Students will complete several application assignments in their placements.

6.0 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 Department of Educational Studies 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.

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 (i.e., Carmen) to download course materials. In addition, candidates will learn about web-based resources to enhance instruction.

8.1 Topical Outline/Course Calendar

Each week remember to bring/submit the following:

- guided notes/study guide questions
- additional assignments that are due (see bold-faced items below)
- weekly activity log/evaluation form and weekly practicum reflection, if enrolled in 3189 or 8189 (submitted via Carmen)

<table>
<thead>
<tr>
<th>Date (objectives)</th>
<th>To Prepare for Class Today: (Items in bold to be collected)</th>
<th>Topics/Tasks for Today’s Class:</th>
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<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td></td>
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<tr>
<td>January 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I, II)</td>
<td></td>
<td>Course overview</td>
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<tr>
<td></td>
<td></td>
<td>Research on adolescents with mild disabilities and effective interventions</td>
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<td></td>
<td></td>
<td>Discuss assignments (general overview)</td>
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<tr>
<td>Session 2</td>
<td></td>
<td></td>
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<tr>
<td>January 21</td>
<td></td>
<td>Principles of effective curriculum design</td>
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<tr>
<td>(II, III)</td>
<td></td>
<td>Discuss assignment: lesson plan</td>
</tr>
<tr>
<td></td>
<td>☐ Read Heward (2003) and Swanson (2006)</td>
<td>Trent to discuss field placements</td>
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<tr>
<td></td>
<td>☐ Complete guided notes (GN)/study guide (SG) packet #1</td>
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</table>

3 Syllabus for ES SPED 5735–Spring 2015 (Konrad)
<table>
<thead>
<tr>
<th>Session 3</th>
<th>January 28 (III, IV)</th>
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<tbody>
<tr>
<td>- Read Kame’enui &amp; Simmons (1999)</td>
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<tr>
<td>- Complete GN/SG packet #2</td>
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<tr>
<td>- Complete Part 1 of Contract</td>
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<tr>
<td>- Developing unit and lesson plans</td>
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<tr>
<td>- Discuss assignments: lesson plan, academic behavior change, understanding the IEP</td>
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<tr>
<td>- Dr. Day to discuss edTPA</td>
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<thead>
<tr>
<th>Session 4</th>
<th>February 4 (II, V, VI, VII)</th>
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<tbody>
<tr>
<td>- Complete Part 1 of Contract (if not completed last week)</td>
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<tr>
<td>(There is no GN/SG packet #3)</td>
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<tr>
<td>- What is ASR?</td>
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<tr>
<td>- Why increase ASR?</td>
<td></td>
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<tr>
<td>- How can teachers increase ASR in group instruction?</td>
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<tr>
<td>- Discuss assignments: lesson plan, academic behavior change, understanding the IEP</td>
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<table>
<thead>
<tr>
<th>Session 5</th>
<th>February 11 (II, V, VI, XII)</th>
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<tbody>
<tr>
<td>- Complete GN/SG packet #4</td>
<td></td>
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<tr>
<td>- Read Heward (1994)</td>
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<tr>
<td>- ASR (continued)</td>
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<td>- Discuss assignments: lesson plan, transition presentation</td>
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<thead>
<tr>
<th>Session 6</th>
<th>February 18 (II, VIII)</th>
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<tbody>
<tr>
<td>- Complete GN/SG packet #5</td>
<td></td>
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<tr>
<td>- Revisit Heward (1994)</td>
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<tr>
<td>- Complete planning sheet for lesson plan</td>
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<tr>
<td>- Providing effective feedback</td>
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<tr>
<td>- Discuss assignments: lesson plan, academic behavior change, understanding the IEP, transition presentation</td>
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<tr>
<td>- Discuss planning sheets for lesson plans</td>
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<thead>
<tr>
<th>Session 7</th>
<th>February 25 (II, III, IV)</th>
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<tbody>
<tr>
<td>- Complete GN/SG packet #6</td>
<td></td>
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<tr>
<td>- Bring Lenz &amp; Schumaker book to class</td>
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<tr>
<td>- Bring a science or social studies textbook to class</td>
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<tr>
<td>- Teaching secondary science and social studies</td>
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<tr>
<td>- Content area reading (including analysis of secondary textbooks)</td>
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<tr>
<td>- More on learning strategies and other content enhancements (graphic organizers, mnemonics, etc.)</td>
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<td>- Discuss assignments: lesson plan, transition presentation</td>
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<tr>
<th>Session 8</th>
<th>March 4 (II, III, IV)</th>
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<tbody>
<tr>
<td>- Read Lenz &amp; Schumaker (1999)</td>
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<tr>
<td>- Complete GN/SG packet #7</td>
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<tr>
<td>- Written expression</td>
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<td>- Discuss assignment: lesson plan</td>
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<tr>
<th>Session 9</th>
<th>March 11 (I, II, VII)</th>
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<tr>
<td>- Revisit Lenz &amp; Schumaker (1999) and read Sturomski (1997)</td>
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<tr>
<td>- Complete GN/SG packet #8</td>
<td></td>
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<tr>
<td>- Complete draft of lesson plan #1 for peer review</td>
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<tr>
<td>- Teaching math</td>
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<tr>
<td>- Fluency building strategies (overview)</td>
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<tr>
<td>- Discuss assignments: academic behavior change, understanding the IEP</td>
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<tr>
<td>- Peer feedback on lesson plans</td>
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<tr>
<th>March 18</th>
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<tbody>
<tr>
<td>- No Class (Spring Break)</td>
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<td>- No Class (Spring Break)</td>
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<table>
<thead>
<tr>
<th>Session 10</th>
<th>March 25 (IX, X)</th>
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<tr>
<td>- Read Binder (2003) and Miller, Strawser, &amp; Mercer (n.d.)</td>
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<tr>
<td>- Complete GN/SG packet #9</td>
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<tr>
<td>- Complete lesson plan #1</td>
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<td>- Self-determination and student involvement in the IEP process</td>
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<tr>
<td>- Organization skills</td>
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<tr>
<td>- Building developmental assets</td>
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<tr>
<td>- Course catch up and review</td>
<td></td>
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<tr>
<td>- Discuss assignment: transition presentation</td>
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</tbody>
</table>
| Session 11 | April 1 (XI, X11, XIII) | - Transition planning and assessment  
- In-class time to work on group presentations  
- Complete GN/SG packet #10 |
| Session 12 | April 8 (XIV) | - Transition teaching strategies  
- In-class time to work on group presentations (should be to the polishing stage by this point)  
- Complete GN/SG packet #11  
- Complete lesson plan #2 (if applicable) |
| Session 13 | April 15 (XIV) | - Group presentations of evidence-based transition practices  
- Read Test (2012): Chapters 3, 6, 7, and 8  
- Complete GN/SG packet #12  
- Complete IEP assignment  
- Complete academic behavior change project and video self-evaluation  
- Complete Part 2 of Contract  
- Prepare and practice presentations |
| Session 14 | April 22 (XIV) | - Group presentations of evidence-based transition practices  
- Prepare and practice presentations |
| Finals Week | | - Final exam! (Check university exam schedule for day and time.)  
- Study for final exam |

9.1 Course Requirements/Evaluation

Requirements:

9.2 Guided notes and study guide questions (See Appendix A). Each week, you are required to download and print guided notes/study guide questions from the Carmen website, bring them to class, complete the guided notes during the class session, and complete the study guide questions while reading outside of class. If you miss a class, you are responsible for contacting a class member for missed lecture guided notes. If the guided notes are not posted on Carmen 24 hours before class, Dr. Konrad will bring them to class.

9.3 In-class exercises and discussions. Over the course of the semester, there will be several in-class activities. 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. You must be present to participate in these activities.

9.4 Lesson plan (See Appendix B). The lesson plan will be based on common core and/or Ohio academic content standards and IEP goals or objective(s) from students in your practicum site. If the lesson plan is graded as satisfactory, you do not need to complete a second lesson plan; however, if you do not reach mastery on your first lesson plan, you will complete a second lesson plan. Your grade will be the average of the two. A template for completing the lesson plan will be provided. Do not deviate from this format! Graduate students will also complete a brief (5–10 pages, including reference list) paper that accompanies the lesson plan.
9.5 **Academic behavior change and video self-evaluation** (See Appendixes C, D, and E). You will decide, with the help of your mentor teacher, whether you will do a one-on-one behavior change project or a group instruction behavior change project. This should be decided early in the semester and indicated on the contract that is signed by both you and your mentor teacher (see Appendix C). In either case, you will videotape yourself teaching in your practicum placement. You will self-evaluate the videotaped lesson(s) using the observation form posted on Carmen. Work with your mentor teacher to determine what the lessons will be and when you will teach them.

9.6 **Understanding the IEP process** (See Appendixes C, F, and G). You will decide, with the help of your mentor teacher, which IEP assignment you will do: (a) attend an IEP meeting or (b) create an IEP key. This should be decided early in the semester and indicated on the contract that is signed by both you and your mentor teacher (see Appendix C).

9.7 **Presentation of evidence-based practice for secondary transition** (See Appendix H). You will work in a small group to put together a presentation on an assigned evidence-based practice in secondary transition. You will describe the practice and how it is implemented, discuss the research supporting its effectiveness, and suggest ways that the practice can be incorporated into real world teaching settings (i.e., your current practicum or classroom settings). You will be evaluated on both content and presentation. In your presentation, you will be expected to apply teaching strategies covered throughout the semester.

9.8 **Final exam.** The final exam will be administered according to the University’s exam schedule. It will be cumulative.

**Grading:**

- 9.2 In-class exercises (2 pts. each x 15 sessions, including final exam) 30 points
- 9.3 Lesson plan 50 points
- 9.4 Academic behavior change and video self-evaluation 50 points
- 9.5 Understanding the IEP process 20 points
- 9.6 Transition planning assignment 10 points
- 9.7 Final exam 20 points

**TOTAL: 180 points**

**Letter grade scale**

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<th>Percentage</th>
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<td>(94-100%)</td>
<td>169-180 points</td>
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<tr>
<td>A-</td>
<td>(90-93%)</td>
<td>162-168 points</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89%)</td>
<td>156-161 points</td>
</tr>
<tr>
<td>B</td>
<td>(84-86%)</td>
<td>151-155 points</td>
</tr>
<tr>
<td>B-</td>
<td>(80-83%)</td>
<td>144-150 points</td>
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<tr>
<td>C+</td>
<td>(77-79%)</td>
<td>138-143 points</td>
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<tr>
<td>C</td>
<td>74-76%</td>
<td>133-137 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>126-132 points</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>120-125 points</td>
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<tr>
<td>D</td>
<td>64-66%</td>
<td>115-119 points</td>
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<tr>
<td>E</td>
<td>Below 64%</td>
<td>0-114 points</td>
</tr>
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</table>

10.0 **Required Materials**

- **Adapting language arts, social studies, and science materials for the inclusive classroom** by Keith Lenz and Jean Schumaker (*This is sold as a course packet via UniPrint.*)
- **Toward successful inclusion of students with disabilities: The architecture of instruction** by Edward J. Kame’enui and Deborah C. Simmons, ISBN #0-86586340-7

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• Evidence-based instructional practices for transition by David W. Test, ISBN# 978-1598571929

10.2 Articles downloaded from Carmen (See Appendix I for reference list)
10.3 Guided notes and study guide questions (downloaded from Carmen each week)
10.4 Miscellaneous instructional materials needed to complete the assignments

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 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.

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

13.1 Other Information
13.1 Assignments are due at the beginning of the class session on the day it is due. A 10% deduction will be taken for each class session that the assignment is late.

13.2 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 class session).

13.3 I will communicate with students through OSU email (via Carmen). It is your responsibility to check this email on a regular basis.

13.4 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.

13.5 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.
Appendix A: Guided Notes/Study Guides

Procedures

1. For each class session (after the first session) before class, go to the Carmen website and print out the Guided Notes/Study Guide (GN/SG) packet for that class session.
2. Bring it to class with you.
3. Complete the in-class guided notes and activities during class.
4. After that class, complete the study guide and reflection questions that accompany the reading.

The reading you do following each class session goes with the completed lecture. In other words, you do not read to prepare for the lecture; you read as a follow-up to the lecture.

You will not earn points for completing guided notes, but the reflection questions may be used to facilitate classroom discussions and activities. Please complete these thoughtfully and thoroughly, so you can be an active participant in class.
Appendix B: Lesson Plan

The lesson plan will be based on Ohio content standards or common core standards and IEP goals or objective(s). You should take the IEP goals/objectives from the students in your practicum site (with permission of your mentor teacher and using pseudonyms). A template for completing the lesson plan will be provided. Do not deviate from this format! This lesson plan portion of this assignment is an e-portfolio component; therefore, it must be uploaded to Tk20. Upload it after it has been graded and you have met mastery criteria.

There will be two opportunities for formative feedback before you submit your lesson plan. First, you will submit a planning sheet (template to be provided). You will get peer (in class) feedback and instructor feedback on this step. Next, you will complete a complete draft of your lesson plan to bring to class and will engage in systematic peer evaluation of lesson plans.

The procedures and evaluation criteria will be discussed in class. And rubrics/templates will be posted to Carmen.

Graduate students will write a brief (5–10 pages) paper to accompany the lesson plan. This paper should include an evidence-based rationale, with APA-formatted citations, for the practices described in the lesson plan. You may use articles read for class, but you must also use a minimum of three additional sources, all of which must be primary research articles. Specifically, these additional sources must meet the following criteria:

- Article describes a study conducted with an experimental design (group or single subject)
- Study examined the effects of an intervention on skills of adolescents who are struggling in school (may have mild to moderate disabilities, be identified as “at risk,” or have limited skills in the areas targeted for intervention)
- Published within the last 10 years
Appendix C: Contract for Academic Behavior Change and Understanding the IEP Projects

Given that everyone’s practicum sites are different, OSU candidates will have options to choose from to demonstrate their competency in the following areas: (a) academic behavior change and (b) understanding the IEP process. Early in the semester, candidates must commit to which options they will complete by signing this contract. At the beginning of the semester, candidates must complete Part 1 (with mentor teacher, if applicable) and submit it by the due date. At the end of the semester, candidates must complete Part 2 of the contract (with mentor teacher, if applicable) and submit it by the due date.

Part 1 (to be completed at beginning of semester to indicate which projects will be done)

Academic behavior change (See Appendixes D and E in syllabus)

Choose one of the following:

_____ Individual Tutoring

By selecting this option, you are indicating that you will tutor a student for 10–15 minutes per session for a minimum of three sessions per week for seven weeks or two sessions per week for 10 weeks. A tutoring student has been identified, and there is time in the student and mentor teacher’s schedule to accommodate this requirement.

_____ Group Instruction

By selecting this option, you are indicating that you will administer a pretest, teach two group lessons (in either resource or regular education classroom setting), and administer a posttest. A class period has been identified.

Understanding the IEP process (See Appendixes F and G in syllabus)

Choose one of the following:

_____ Attend an IEP Meeting

By selecting this option, you are indicating that you will attend an IEP meeting for one of the students on your mentor teacher’s caseload. This IEP meeting is scheduled to take place on ____________________________.

_____ Create an IEP Key and IEP Summaries

By selecting this option, you are indicating that you will create an IEP key and IEP summaries for a minimum of eight students. (If you are not assigned a mentor teacher because you are working with your own students, you must choose this option.)

_________________ Signature of OSU Candidate _____________________ Signature of Mentor Teacher

Part 2 (to be completed at end of semester to verify that projects were completed)

I verify that the OSU candidate completed the terms of this contract (i.e., completed project indicated in Part 1 of this contract). I also verify that the OSU candidate videotaped his/her lesson(s).

_________________ Signature of OSU Candidate _____________________ Signature of Mentor Teacher
Appendix D: Academic Behavior Change Project Option 1—Individual Tutoring

Early in the semester, you will select a student with whom you will conduct individual tutoring sessions. You will collect baseline data, set a goal, tutor the student (and videotape two of your tutoring sessions), and monitor progress over the semester. You may create your own graph using graph paper/computer program or you may find one on-line (e.g., www.interventioncentral.org).

Procedures for Videotaping Portion

1. Discuss with your mentor teacher the school’s policy regarding videotaping! If you need to seek parent permission, you need to write a letter to the parents describing what you will be doing. This letter must be signed by you AND your mentor teacher. Be sure you have signed permission from parents before beginning videotaping. Some schools may have blanket permission for videotaping, so you will not need to obtain permission. In addition, if you set up the camera to show only your face and not the students’ faces, this may be acceptable to do without permission, if you mentor teacher approves this. No matter what, you (and maybe your mentor teacher) are the only person who should see this videotape.
2. Arrange with your mentor teacher what lessons you will videotape and when you will teach them. Be sure that you have written detailed lesson plans for these lessons and that you are well prepared with all the materials before you teach them.
3. Arrange to get a video camera for the two lessons. You may use your own camera or you may borrow one from your school (talk with your mentor teacher about this option). You can also borrow them from OSU’s Classroom Services.
4. Download and print the observation form from Carmen.
5. Complete Part I of the form before watching your videos. Because you will have two videos, complete this section twice (copy and paste it). I will not accept two separate forms; both video observations must be combined into one form.
6. Complete Part II of the form while you are watching your videos. Again, because you will have two videos, complete this section twice (copy and paste it).
7. Complete Part III of the form after watching your video. You only need one Part III. You will identify three strengths and three weaknesses across the two videos (i.e., you don’t need to do three for each).

Procedures for Tutoring Portion

1. Select a student to tutor. Consider the following: mentor teacher recommendation, your practicum schedule, and, most importantly, the academic needs of the student.
2. Select a target skill. The target skill should be a basic skill that can be taught using flashcards (e.g., math facts, sight words, vocabulary terms, etc.). Also, be sure that you can create at least 60 different flashcards on this target skill. If the student you select has several areas that need to be addressed, consider involving the student in selecting the target skill.
3. Set up a regular schedule for tutoring. You must tutor at least two times per week (more is better!). Each tutoring session should last 10-15 minutes.
4. Create a graphing page that will allow you to create a line graph over the semester. Make sure the x-axis on the graph matches the tutoring schedule you set up.
5. Collect three baseline data points (you can do this in one session). Specifically, time the student for one minute to see how many of the terms they can say in one minute. Graph these data points, or, even better, have the student graph them. You may also wish to keep two graphs, one for you and one for the student. Some students may like to use a bar graph rather than a line graph.
6. Set a goal for the semester. Involve the student in setting this goal! Put this point on the graph.
7. Draw an aimline between the median baseline point and this goal.
8. Conduct at least two or three tutoring sessions each week (more often is even better!). What you do during the sessions is up to you. You may wish to do “sprints” as part of your sessions, or you may wish to focus on a few terms each day. Your progress monitoring data should tell you if you need to adjust your tutoring strategies. For example, you may need to add an additional reinforcer for the student to encourage the student to stay on task, to reach the aimline, and/or to study the cards between sessions. Use what you know about good teaching and learning here!
9. At the end of each session, shuffle all the cards back together and do a one-minute probe. These data are considered your progress monitoring data and they are what you will graph. You should have a minimum of 20 data points (including your median baseline point) over 7 weeks.
10. After your last session, write up a short summary of the semester’s progress. This should be three paragraphs: (1) description of the student’s needs at the start of the semester (including information on how you selected the student), (2) description of the types of interventions you used over the semester and changes you made based on your data, and (3) summary of results and recommendations for further assessment and intervention.
11. Videotape a minimum of two tutoring sessions and complete a video self-evaluation (see above).

How Will I Be Evaluated on my Individual Tutoring Sessions?

The tutoring project is worth 50 points. Here is how points are distributed:

20 points for the video self-evaluation
  • 4 points for providing sufficient detail in Parts I and II
  • 8 points for clearly describing the strengths of the lessons (based on what you know about evidence-based practice and the principles of behavior)
  • 8 points for clearly describing the concerns/weaknesses of the lessons (based on what you know about evidence-based practice and the principles of behavior—be sure you include what you would do differently next time to address these concerns)

30 points for the tutoring project
  o 15 points for the graph
    ▪ 2 points for clearly stating target skill at top of graph
    ▪ 2 points for clearly labeling x-axis
    ▪ 2 points for clearly labeling y-axis
    ▪ 2 points for aimline and goal
    ▪ 7 points for collecting all required data (minimum of 21 data points) and neatly graphing
  o 15 points for your 3-paragraph summary of the results

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Appendix E: Academic Behavior Change Project Option 2—Group Instruction

Early in the semester, you will select a subject/class period in which you will teach a set of two lessons. You will collect pretest data, set a goal, write lesson objectives/plans, implement the lessons (and videotape one of the lessons), and collect posttest data.

Procedures for Videotaping Portion

1. **Discuss with your mentor teacher the school’s policy regarding videotaping!** If you need to seek parent permission, you need to write a letter to the parents describing what you will be doing. This letter must be signed by you AND your mentor teacher. Be sure you have signed permission from parents **before** beginning videotaping. Some schools may have blanket permission for videotaping, so you will not need to obtain permission. In addition, if you set up the camera to show only your face and not the students’ faces, this may be acceptable to do without permission, if your mentor teacher approves this. No matter what, **you** (and maybe your mentor teacher) are the only person who should see this videotape.

2. Arrange with your mentor teacher which lesson you will videotape and when you will teach this lesson (as part of your set of two lessons). Be sure that you have written detailed lesson plans for these lessons and that you are well prepared with all the materials before you teach them.

3. Arrange to get a video camera for your lesson. You may use your own camera or you may borrow one from your school (talk with your mentor teacher about this option). You may also borrow one from OSU’s Classroom Services.

4. Download and print the observation form from Carmen.

5. Complete Part I of the form before watching your videos.

6. Complete Part II of the form while you are watching your video.

7. Complete Part III of the form after watching your video.

Procedures for Group Instruction

1. Select a subject and class to teach. Consider the following: mentor teacher recommendation, your practicum schedule, and, most importantly, the academic needs of students (as determined by grade-level standards and IEP objectives).

2. Select a target skill or area of content knowledge. Be sure that you work with your mentor teacher to do this. **What you teach must** fit in with the grade-level expectations and must address state standards as well as individual needs of students within the class.

3. Design a pretest to assess students’ current levels of functioning in the area to be taught.

4. Administer the pretest at least one day but no more than one week before you plan to teach your lessons. Analyze the pretest data and write 2–4 measurable lesson objectives (to be taught over two consecutive days). Design two lessons to meet these objectives. These lessons should be 30–45 minutes long, depending on what you are teaching and the schedule in your school. If you write a lesson plan that will not last as long as the class period, be sure to be prepared to fill the class period with other instructional activities (work with your mentor teacher on this).

5. Implement the two lessons (be sure to videotape one of them) over two consecutive days. Be sure to collect data on the lesson objectives each day.

6. One day after the second lesson (or at the end of your second lesson), administer your posttest.

7. After your last session, write up a short summary. This summary should be **four** paragraphs: (1) description of pretest data (i.e., what did students know and what did they need to learn?), (2) description of your first lesson (i.e., what you intended to teach, how you taught it, what students learned), (3) description of your second lesson (i.e., what you intended to teach, how you taught it, what students learned), (4) summary of results and recommendations for further assessment and intervention.

8. Videotape a minimum of one of your group lessons and complete a video self-evaluation (see above).
How Will I Be Evaluated on my Group Instruction?

The group instruction project is worth 50 points. Here is how points are distributed:

20 points for the video self-evaluation
- 4 points for providing sufficient detail in Parts I and II
- 8 points for clearly describing the strengths of the lesson (based on what you know about evidence-based practice and the principles of behavior)
- 8 points for clearly describing the concerns/weaknesses of the lesson (based on what you know about evidence-based practice and the principles of behavior—be sure you include what you would do differently next time to address these concerns)

30 points for the group instruction project
- 10 points for the pretest/posttest
  - 2 points for the actual pretest/posttest (pre and post should be same in terms of questions/items but order of items should be switched around)
  - 3 points for a table comparing pretest and posttest results for individual students and for the group as a whole (mean)
  - 5 points for posttest analysis (i.e., specifically identify which skills/concepts have not been mastered by whom)
- 20 points for your 4-paragraph summary of the results
Appendix F: Understanding the IEP Process Option 1—Attending an IEP Meeting

You will attend the IEP meeting of one of your mentor teacher’s students. You will observe and participate (as appropriate) during the meeting and write a reaction paper after the meeting.

Procedures

1. Before the IEP meeting, discuss with your mentor teacher what will happen at the IEP meeting. Be sure you know what to expect. If you mentor teacher expects you to participate in the meeting, be sure you understand your role. Ask questions so you feel fully prepared to participate as appropriate. Will the student attend? Who else will attend? Is this an initial IEP or an annual review? Is there a draft written? (If so, ask if you can see it before the meeting.) Has the student had his/her three-year re-evaluation [ETR] since the last IEP?

2. Before the meeting, if appropriate, help your mentor teacher prepare for the IEP meeting (e.g., collect data or assist in writing goals/benchmarks).

3. Attend the IEP meeting. Take notes on what happens. Who attended? Were there changes made to the draft? Were there conflicts that needed to be resolved? Participate as appropriate.

4. After the IEP meeting, discuss with your mentor teacher how the meeting went. Was this a typical IEP meeting? What went well? Were the problems that needed to be resolved? Were they resolved to the satisfaction of everyone involved? If you have any questions about why things were done the way they were, be sure to ask about this!

5. Write a 3-5 page reaction paper. Use the following headings: Before the Meeting, During the Meeting, After the Meeting, My Reaction

How Will I Be Evaluated?

The IEP project is worth 20 points. Here is how points are distributed:

- 10 points attending the IEP meeting (you mentor teacher must sign the contract indicating you attended an IEP meeting)
- 10 points for your reaction paper
  - 2 points for describing what you did to prepare for the meeting (e.g., helped write the draft; had discussions with the mentor teacher, student, general education teacher; assisted in data collection)
  - 2 points for describing what happened at the meeting; this does not have to be a transcript of every word spoken, but it should be detailed enough to convey what took place during the meeting
  - 2 points for describing your post-meeting conversation with the mentor teacher; just summarize what you discussed—do not include your reaction at this point
  - 4 points for describing your reaction; consider the following
    - What did you learn?
    - What were you surprised by?
    - How involved was the student in the process? How could you have involved the student more?
    - What went well during the process?
    - What might you have done differently?
    - What questions do you still have about the IEP process?
Appendix G: Understanding the IEP Process Option 2—Creating IEP Key and Summaries

You will create “IEP keys” and IEP summaries for a minimum of 8 students on your mentor teacher’s caseload. An IEP key is a summary of students’ IEP goals/objectives that will help you stay organized, remember students’ goals/objectives, and group students for instruction. An IEP summary is a brief summary of students’ strengths/needs, goals, and accommodations.

**Procedures**

1. Obtain the IEPs of 8 or more students.
2. Read through every IEP.
3. Create an IEP key for all 8 students (i.e., one key that summarizes the objectives for all 8 students). There is a template for this posted on Carmen. **Please use initials for students, NOT their full names.**
4. Create a half-page summary of each IEP using the following headings: (a) Strengths and Needs, (b) Goals, and (c) Accommodations/Modifications. Summaries may serve as cover sheets to students’ IEPs (for at-a-glance information) or “cheat sheets” for general education teachers. There is a template for this posted on Carmen. **Please use initials for students, NOT their full names.**
5. Write a 2-3 page reaction paper.

**How Will I Be Evaluated?**

The IEP project is worth 20 points. Here is how points are distributed:

- 8 points for creating the IEP key (must submit the key along with the contract signed by your mentor teacher indicating that you completed this)
- 8 points for creating the IEP summaries (must submit the summaries along with the contract signed by your mentor teacher indicating that you completed these)
- 4 points for your reaction paper
  - 1 point for describing the process of completing the IEP key
  - 1 point for describing the process of completing the IEP summaries
  - 2 points for describing your reaction to the process; consider the following
    - What did you learn?
    - What were you surprised by?
    - How might having these documents help you in the classroom?
    - What might you have done differently?
    - What questions do you still have about the IEP process?
Appendix H: Evidence-Based Transition Practice Presentation

You will work in a small group to put together a presentation on an assigned evidence-based practice in secondary transition. You will describe the practice and how it is implemented, discuss the research supporting its effectiveness, and suggest ways that the practice can be incorporated into real world teaching settings (i.e., your current practicum or classroom settings). You will be evaluated on both content and presentation. In your presentation, you will be expected to apply teaching strategies covered throughout the semester.

**Procedures**

- You will be assigned to a small group of students, and your group will be assigned an evidence-based practice to cover in your presentation.
- You will develop a 30- to 45-minute presentation, along with a set of guided notes and an exit slip. The presentation should include some of the engagement strategies discussed in class and a reference list.
- Content of the presentation should include the following:
  - Overview of evidence-based transition practice and the research supporting it
  - Detailed description of how it is implemented (in the research studies)
  - Suggested applications to current placements
    - Each group member presents a brief description of current practicum placement
    - Then each group member suggests how this practice could be implemented (or modified) within this setting
  - Must use textbook (Test) plus two additional sources
    - Only one may be a website, and it cannot be the NSTTAC website (although NSTTAC is a good starting point and can be cited as a reference)
    - The other may be a book or an article

**How Will We Be Evaluated?**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, informative content; appropriate amount of content presented</td>
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<td></td>
</tr>
<tr>
<td>Organized and professional guided notes</td>
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<td></td>
</tr>
<tr>
<td>Presented with engaging activities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Accompanied by appropriate exit slip</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Two references cited in APA reference format</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Individual grade** (for application content plus professional presentation—projection, preparation, professional tone) | 2   |

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Appendix I: Required Readings (in the order they are assigned)


Appendix J: Submitting Your Lesson Plan on Tk20

To complete an Assignment within Tk20, you must first log into the system at [http://osu.tk20.com](http://osu.tk20.com).

I. Viewing the Assignment

- Look at the **Pending Tasks** section in the **Home** tab.
- Click on the link that says, “**You have Pending Coursework.**”
- You will see a list of all **Pending Tasks** for your courses.
- Click on the link to the Assignment you’d like to view.
- You will see the following sub-tabs will appear with the Assignment:

II. Creating an Artifact

- Click on the **Artifacts** tab.
- On the left menu click **Create**.
- From the drop down menu select the type of Artifact you want to create (i.e. Lesson Plan, Teacher Work Sample, Essay). Your instructors will probably tell you what type of Artifact to create. If not, select the type that most closely describes what you’re attaching.
- Type in a **Title** for your Artifact. The Description is optional.
- To attach your work to the Artifact, click on the **Documents** sub-tab.
- Click **Add New**.
- Click **Browse**. Search for the file that you want to attach.
- Once you have found the file click **Open** and type in a title for that document.
- Click **Upload**. A small window will appear with the status of your upload. It will disappear once it’s 100% complete.
- Follow the same steps above if you want to add more files your Artifact.
- When you are done uploading all of your files, don’t forget to click **SAVE**!

*Note: This Artifact is in your personal work area and is not visible to or shared with anyone else, unless you attach the Artifact to something. In Step III below, you will learn how to attach your Artifact to your Assignment.*

III. Attaching the Artifact to the Assignment and Submitting the Assignment

- Click on “**You have Pending Coursework**” under the **Pending Tasks** section of the **Home** tab.
- Click on the link to the Assignment you want to work on.
- Click on the **Attach Artifacts** sub-tab within the Assignment.
- Click **Add New**. Select the type of Artifact that you plan on attaching. If you’re not sure, click “View All.”
- Check the box next to the Artifact that you would like to attach to the Assignment. Then click **Add**.
- If you are not ready to submit the Assignment, then click **Save** to come back and complete the Assignment later.
- If you’re ready to send the Assignment to your instructor, click **Submit**.
- Once the Assignment has been submitted, the task will disappear from the **Pending Tasks** box and your professor will have a message in his/her **Pending Tasks** box showing that you submitted the Assignment.

IV. Help Resources

- Online tutorials—located on your log-in page

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