

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department EXCEPTIONAL STUDENT EDUCATION College EDUCATION <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
Prefix EEX Number 6767	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <input type="text" value="Lecture"/>	Course Title INSTRUCTIONAL DESIGN IN SPECIAL EDUCATION
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see <a href="#">Guidelines</a>)</i> An intermediate course to help the learner understand methods of instructional design for students with disabilities. This course is paired with a one credit graduate teaching practicum.	
Effective Date <i>(TERM &amp; YEAR)</i> Spring 2018	Prerequisites Successful completion of EEX 5841 and EEX 6247		Corequisites EEX 6849: GRADUATE TEACHING PRACTICUM
Registration Controls <i>(Major, College, Level)</i>			
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Vaughn, S., & Bos, C.S. (2015). Strategies for teaching students with learning and behavior problems (9th Ed.). Upper Saddle River, NJ: Pearson.	
Faculty Contact/Email/Phone Michael Brady Ph.D. mbrady@fau.edu 561-297-3281		List/Attach comments from departments affected by new course All departments in College of Ed were consulted, comments are attached.	

<b>Approved by</b> Department Chair <u>Michael Brady</u> College Curriculum Chair <u>P.R.P.</u> College Dean <u>Valerye Prister</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>11/16/17</u> <u>11/20/17</u> <u>11/27/17</u> _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**GRADUATE COLLEGE**

**NOV 28 2017**



**Received**

GRADUATE COLLEGE

NOV 2 8 2015

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*Handwritten notes:*  
11/11/15  
11/12/15  
11/13/15

*Handwritten signature:*  
Michael J. ...

Dr. Brady,

There are no direct conflicts for the Department of Teaching and Learning.

Good luck!

Barbara

Barbara R. Ridener, Ph.D.  
Chair and Associate Professor  
Department of Teaching and Learning  
Florida Atlantic University

\*\*\*\*\*

No conflict from CCEI.  
Thanks,  
Dilys



Dilys Schoorman, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture and  
Educational Inquiry  
Florida Atlantic University  
777 Glades Road  
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Tel: 561 297-3965  
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<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref+ts&fref+ts>

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From Michael Whitehurst: Exercise Science & Health Promotion

Mike,  
No conflict with ESHP.  
Mike

\*\*\*\*\*

Dear Dr. Brady,

**GRADUATE COLLEGE**

**NOV 28 2017**



**Received**

**Thank you for giving me an opportunity to review your new course and course change. The courses do not duplicate anything taught in the Communication Sciences and Disorders graduate program.**

**Good luck and success going forward.**

**With kind regards,  
Deena Louise Wener**

**Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences and Disorders  
College of Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991**

**561-297-2259  
[wener@fau.edu](mailto:wener@fau.edu)  
\*\*\*\*\***

From Paul Peluso: Counselor Education:

No conflicts with Counselor Ed.

Paul

Sent from my iPhone

\*\*\*\*\*

Chairs – The ESE Department has designed our graduate instructional methods course in ESE for students in our master’s degree program. I’m attaching some information for your review The revision includes:

1. Revision of our practicum (course title) EEX 5841
2. Revision of our methods courses (course title and tasks) EEX 6247
3. New course (2d methods course) EEX 6767: Instructional Design in Special Education
4. New course (2d practicum) EEX 6849 Graduate Teaching Practicum

I’m attaching the syllabi for the two new courses, and the Change Forms for the existing courses. If you agree that the changes and the new courses do not conflict with the courses or programs in your departments, will you please send me a note to that affect at your earliest opportunity?

Thank you!  
MB

Michael P. Brady, PhD

Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
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(561) 297-3281  
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Florida Atlantic University  
College of Education  
Department of Exceptional Student  
Education

**Instructor:**  
**Office: Phone:**  
**E-mail:**  
**Office Hours:**  
**Class Day/Time:**  
**COURSE NUMBER: EEX 6767**

**COURSE TITLE: Instructional Design in Special Education (3 credit hours)**

**CATALOG DESCRIPTION:**

An intermediate course to help the learner understand methods of instructional design for students with disabilities. This course is paired with a one credit graduate teaching practicum.

**PREREQUISITE or COREQUISITE:**

Prerequisites: Successful completion of EEX 5841 and EEX 6247  
Co-requisite: EEX 6849

**INSTRUCTOR'S DESCRIPTION OF THE COURSE:**

This course is designed for students to gain an understanding and competence in methods of instruction for Exceptional Student Education programs. Course topics include instructional design and implementation of lesson plans. Students who take this course will also be applying skills within a graduate teaching practicum in ESE, which requires a minimum of 60 hours in a field placement.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating effective, ethical practices during practicum assignments, providing evidence of data based decision making in lesson plans, and reflecting on overall program outcomes for ESE students.

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GRADUATE COLLEGE

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**MATERIALS:****REQUIRED TEXTS:**

Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education Inc.

**READINGS BEYOND THE TEXTBOOK:**

Select Readings below are available via Blackboard or links as indicated.

Beech, M. (2010). *Accommodations: Assisting Students with Disabilities*. 3<sup>rd</sup> ed. Tallahassee: Florida Department of Education.  
Free from: <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>

Hart, J.E. (2009). Strategies for culturally and linguistically diverse students with special needs. *Preventing School Failure*, 53 (3), 197-206.

Houston, D., & Beech, M. (2004). *Designing lessons for the diverse classroom: A handbook for teachers*. Tallahassee, FL: Florida Department of Education. Free from [http://www.fldoe.org/core/fileparse.php/7690/urlt/0070083-assess\\_diverse.pdf](http://www.fldoe.org/core/fileparse.php/7690/urlt/0070083-assess_diverse.pdf)

Lenz, B.K., & Deshler, D. D. (2004). *Teaching content to all: Evidence based inclusive practices in middle and secondary schools*. Boston, MA: Pearson.

Miller, S.P. (2009). *Validated practices for teaching students with diverse needs and abilities*. (2nd Ed.). Upper Saddle River, NJ: Merrill/Pearson Education Inc.

Minskoff, E. (2005). *Teaching reading to struggling readers*. Baltimore, MD: Paul H. Brookes Publishing Co.

Rosenberg, M., O'Shea, L., & O'Shea, D.J. (2006). *Student Teacher to Master Teacher*. 4<sup>th</sup> ed. New Jersey: Prentice Hall.

Simonsen, B., Myers, D., Everett, S., Sugai, G., Spencer, R., & LaBreck, C. (2012). Explicitly teaching social skills schoolwide: Using a matrix to guide instruction. *Intervention in School and Clinic*, 47(5), 259-266.

Wakeman, S., Karvonen, M., & Ahumada, A. (2013). Changing instruction to increase achievement for students with moderate to severe intellectual disabilities. *Teaching Exceptional Children*, 46(2), 6-13.

**TECHNOLOGY:**

**E-mail:** Your FAU email address will be used.

**Computer: CANVAS:** This course will make use of Canvas. All handouts, class PowerPoint notes, forms, and resources may be available on the website. Go to the website:

**<https://sso.fau.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=87D8F9B2A55F3D44F7A24C7FA1558C03?execution=e1s1>**

We may have some classes via WebX. You will need microphone/headphones to attend these virtual sessions.

**All assignments must be submitted via Blackboard on date as indicated in the syllabus.**

**MEDIA:**

Windows Office Suite (Word, PowerPoint, Excel, Publisher, Outlook, Media Player©) or Office MAC products

Access to World Wide Web

Blackboard Collaborate © accessed through Blackboard©

**USED IN DEVELOPING COURSE OBJECTIVES:**

- State of Florida Certification Standards for Exceptional Student Education
  - CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
  - State of Florida Accomplished Practices (EAP)
  - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

**COURSE OBJECTIVES:**

By the end of the course, students are expected to demonstrate beginning level proficiency in the following areas:

1. Demonstrate knowledge of the direct instruction model for teaching decoding (DLD 123) (EAP a.1.f; a.3.f)
2. Describe and apply the process of reading as interactive involving reader, text, and contextual factors (FSAC 1.1, 1.2; IRA 1.5, 1.6, 1.7, 2.5)
3. Identify reading methods appropriate to individuals with various disabilities (CEC gc 4S4, CEC ld 4S8; EAP a.3.f)
4. Identify and implement essential curriculum standards in basic academic, social/emotional and functional living areas that meet student needs, including those from culturally and linguistically diverse backgrounds. (CEC cc5K1, 5K5,



- gc5S1, 7S7, 7S8) (EAP a.1.f) (ESOL D4:S4.1.c)
5. Identify the basic instructional approaches to teaching reading, math, spelling, written language, and oral language to students with disabilities including those from culturally and linguistically diverse backgrounds. (CEC 7K2, gc4K6, 4S2, 4S3, 4S4, 4S5, 4S13, 4S14, 4S15) (ESE 3.2, 3.4) (EAP a.3.g) (ESOL D3:S3.2.i)
  6. Select effective culturally and linguistically appropriate specialized teaching techniques. (CEC cc7S8, 7S10) (ESE 3.3) (EAPa.2.d) (ESOL D1:S1.1.b)
  7. Apply the learning strategies approach to classroom practice. (CEC gc4K3, cc4S2, 4S3, 4S4) (ESE 3.3) (EAP a.3.g, a.3.b) (ESOL D3:S3.2.j)
  8. Identify current models used to manage behavior. (CEC cc5K2, 5K3)
  9. Evaluate and use of behavioral interventions with individuals and groups. (CEC 5K6, 5S10, 5S11) (ESE 4.5) (EAP a.2.b)
  10. Develop behavior management plans for existing models and classroom data (CEC 5S10, 5S11, 7S1) (ESE 4.3)
  11. Identify and implement interventions that promote age-appropriate social skills for individuals and groups including those from culturally and linguistically diverse backgrounds. (CEC cc5K5, 5S3) (ESE 6.2) (ESOL D2:S2.2.c)
  12. Apply a variety of grouping strategies (e.g., cooperating learning, peer-tutoring, etc.) (CEC gc5K3) (EAP a.1.f)
  13. Accommodate and modify culturally appropriate class materials for included students with disabilities and limited English proficiency. (CEC cc4S3, 4S6, gc4S7, cc7S1) (ESOL D3:S3.3.b)

### **COURSE CONTENT (Not in any order)**

Lesson planning and presentation

Student assessment and ongoing evaluation

Culturally and Linguistically Diverse Students

Research based teaching practices

Reading, Math, Language Including Written Expression, Social Skills, Culturally Responsive Teaching

Content Support (Accommodations and Modifications)

Collaborative problem solving and communication

Classroom management

Time management

Organization

Technology

### **TEACHING METHODOLOGIES:**

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations.

Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

EEX 6767 March 2016

## **COURSE REQUIREMENTS:**

**1. Learning Sequence:** Students will plan and implement two learning sequences (LS) in the practicum setting that is designed to teach one significant skill/strategy to mastery in two different instructional areas (for example; students may choose to do one math and one reading LS; but may not chose to do two reading LS). This will require students to collect data at the pre- and post-test stage and to reflect on this data to modify instruction and activities in order to reach skill mastery.

Students will plan activities that will utilize a variety of strategies that will help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Practicum students will plan the LS using their practicum site students as the participants. With that in mind, timelines will vary (all learners master material at differing rates). The LS should be developed to cover at least 2 weeks (10 lessons) of daily direct instruction regardless of the level of the students. Students will also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage of all pupils. Students should follow the Departmental Lesson Plan Format. After implementation, the total LS will be submitted including:

- Pre- and post-tests,
- Task analyses of objectives,
- Lesson plans and accompanying materials,
- Progress charts, and
- Teacher self-evaluation/reflection.

### **Critical Assignments and Florida Educator Accomplished Practices**

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. **For this course, the Educator Accomplished Practices (EAP a.1.c, a.1.b) will be measured by the Thematic Unit with Lessons, which is the Critical Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

### **ESE Departmental Policy on CRITICAL ASSIGNMENT(S):**

#### **Critical Assignments, Live Text, and the COE Assessment System**

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For ***this course*** however, students DO NOT NEED to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

**Assessment criteria:**

A student must earn a **minimum grade of 83% (B)** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

**Remediation policy:**

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

**2. Module Assignments:** Students will be responsible for reading the assigned text chapters, chapter notes and supplemental materials. Students will need to read the assigned materials, complete the chapter activities, and participate in "mastery assignment checks" to ensure mastery of the skills. Students will need to complete the Module Assignment as indicated on the schedule below and submit via Blackboard.

**3. Quizzes:** Quizzes will be given on select readings throughout the semester. See course syllabus for dates. Quizzes will be given in class and makeups will not be given.

**4. Final Exam:** Will be given via Blackboard and will be based on classwork. A study guide will be given before the exam.

**ASSESSMENT PROCEDURES:**

<b>Assignment</b>	<b>Points</b>
Critical Assignment: Learning Sequence 2@30 pts. each	60
Module Assignments—5 at 5 pts each.	25
Quizzes: 10 at 5 points each. Based on readings and course modules	50
Final Exam	10
<b>TOTAL</b>	<b>220</b>

**GRADING (ESE GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

**POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) graduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of B (not B-) is required in order to continue in the ESE Master's program.
4. All **written assignments** must follow the directions on the assignment for presentation.

**UNIVERSITY ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **PROFESSIONAL ETHICS/POLICIES AND EXPECTATIONS:**

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

### **STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. The phone number for the Boca campus SAS Office is: 561-297-3880. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

### **CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001> Code of Academic Integrity.pdf



**TENTATIVE COURSE SCHEDULE**

<b>SESSION</b>	<b>DATE</b>	<b>TOPICS</b>	<b>Readings Due for the week</b>	<b>Assignment Due</b>
<b>1</b>		Teaching students with special needs: A review and overview <i>How is special education instruction different from general education?</i>	Rosenberg, Ch. 6	
<b>2</b>		Special education methods: <ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Precision Teaching</li> <li>• Behavioral Instruction</li> <li>• Strategic Instruction</li> <li>• Culturally Responsive Pedagogy</li> </ul>	Hart article Vaughn Ch. 2 Houston & Beech	
<b>3</b>		Teaching Reading	Miller Ch 7 Vaugh Ch 7 & 8	
<b>4</b>		Teaching Reading	Minskoff	
<b>5</b>		Teaching Language and Written Expression	Miller Ch 8 Vaughn Ch 6 & 9	
<b>6</b>		Teaching Language and Written Expression	Boyle 4 & 7	
<b>7</b>		Teaching Math	Miller Ch 6 Vaughn 6 & 9	
<b>8</b>		Teaching Math	Allsop Ch 8-10	
<b>9</b>		Teaching Social Skills	Simonsen Article	
<b>10</b>		Teaching Social Skills	Vaughn, Ch. 4	
<b>11</b>		Teaching Content Support	Miller CH 10 Lenz Ch 9	
<b>12</b>		Teaching Content Support	Vaughn, Ch. 10	
<b>13</b>		Accommodations/Modifications	Beech, 2010 Wakeman Article	

		Modifying Content for Students with Severe Disabilities		
<b>14</b>		Technology	Vaughn Ch 10	
<b>15</b>		Technology	Boyle Ch 9 & 11	

Final Exam Date:

### **BIBLIOGRAPHY**

(A partial list of resources used in the development of this course.)

Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  
<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Allsopp, D.H., Kyger, M.H., & Lovin, L.H. (2007). Teaching mathematics meaningfully: Solutions for reaching struggling learners. Baltimore, MD: Paul H. Brookes Publishing Co.

Beech, M. (2010). *Accommodations: Assisting Students with Disabilities*. Tallahassee: Florida Department of Education.

Boyle, J., & Scanlon, D. (2010). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Belmont, CA: Wadsworth Publishing.

Florida Department of Education (2012). *Designing quality individual educational plans: A guide for instructional personnel and families*. Tallahassee: BISCs, FDOE.

Hart, J.E. (2009). Strategies for culturally and linguistically diverse students with special needs. *Preventing School Failure*, 53 (3), 197-206.

Houston, D., & Beech, M. (2002). *Designing lessons for the diverse classroom: A handbook for teachers*. Tallahassee, FL: Florida Department of Education.

Lenz, B.K., & Deshler, D. D. (2004). *Teaching content to all: Evidence based inclusive practices in middle and secondary schools*. Boston, MA: Pearson Education, Inc.

Miller, S.P. (2009). *Validated practices for teaching students with diverse needs and abilities*. (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Merrill/Pearson Education Inc.



- Minskoff, E. (2005). *Teaching reading to struggling readers*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Rosenberg, M.S., O'Shea, L., & O'Shea, D.J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs (4<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Merrill/Pearson Education Inc.
- Simonsen, B., Myers, D., Everett, S., Sugai, G., Spencer, R., & LaBreck, C. (2012). Explicitly teaching social skills schoolwide: Using a matrix to guide instruction. *Intervention in School and Clinic, 47(5)*, 259-266.
- Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems (9<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Pearson Education Inc.
- Wakeman, S., Karvonen, M., & Ahumada, A. (2013). Changing instruction to increase achievement for students with moderate to severe disabilities. *Teaching Exceptional Children, 46(2)*, 6-13.

## APPENDIX A

### GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

### **COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)**

*What every special educator must know: Ethics, standards and guidelines for special educators (6<sup>th</sup> ed.) 2009.* Reston, VA: CEC Publications.

#### **1. Foundations**

cc1K1 Models, theories, and philosophies that form the basis for special education practices

#### **4. Instructional Strategies**

- cc4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

- cc4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.
- gc4K3 Advantages and limitations of instructional strategies and practice for teaching individuals with exceptional learning needs
- gc4K6 Methods for increasing accuracy & proficiency in math calculations and applications.
- gc4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs
- gc4S3 Teach learning strategies and study skills to acquire academic content
- gc4S4 Use reading methods appropriate to individuals with exceptional learning needs
- gc4S5 Use methods to teach mathematics appropriate to the individual with exceptional learning needs
- gc4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs
- gc4S13 Identify and teach essential concepts, vocabulary and content across the general curriculum
- gc4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies
- gc4S15 Teach strategies for organizing and composing written products.

### ***5. Learning Environments and Social Interactions***

- cc5K1 Demands of learning environments
- cc5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
- cc5K3 Effective management of teaching and learning
- cc5K5 Social skills needed for educational and other environments
- cc5K6 Strategies for crisis prevention and intervention
- gc5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- cc5S3 Identify supports needed for integration into various program placements
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- gc5S1 Provide instruction in community-based settings

### ***7. Instructional Planning***

- cc7K1 Theories and research that form the basis of curriculum development and instructional practice
- cc7K2 Scope and sequence of general and special curricula
- cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
- cc7S5 Use task analysis
- cc7S6 Sequence, implement, and evaluate individualized learning objectives

- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans

**STATE OF FLORIDA CERTIFICATION STANDARDS  
FOR EXCEPTIONAL STUDENT EDUCATION**

- 1.3 Identify required components of IEPs, IFSPs, & ITPs  
Recognize roles & responsibilities of IEP & child study team members.
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of leaning strategies & specialized materials to create an appropriate instructional environment for students with disabilities.
- 3.3 Identify instructional strategies for acquisition, generalization, & maintenance of skills across real-life situations at school, at home and in the community.
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings.
- 3.5 Identify methods of accommodating & modifying assessment, instruction, & materials to meet individual student needs.
- 4.5 Recognize the various concepts & models of positive behavior management.
- 6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, & other student information
- 6.2 Identify methods for evaluating & documenting student progress in acquiring, generalizing, & maintaining skills related to interpersonal interactions & participation in activities across settings

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010**

- a.1.b Quality of Instruction: Instructional Design and Lesson Planning: Sequences lessons and concepts to ensure coherence and required prior knowledge
- a.1.c Quality of Instruction: Instructional Design and Lesson Planning: Designs instruction for students to achieve mastery
- a.1.f Quality of Instruction: Instructional Design and Lesson Planning: Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- a.1.d Quality of Instruction: Selects appropriate formative assessments to monitor learning

a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system

a.2.c. Quality of Instruction: Learning Environment: Conveys high expectations to all students

a.2.d. Quality of Instruction: Learning Environment: Respects students' cultural, linguistic, and family background

a.3.b. Quality of Instruction: Instructional Delivery and Facilitation: Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter

a.3.c. Instructional Delivery and Facilitation: Identify gaps in students' subject matter knowledge.

a.3.g. Quality of Instruction: Instructional Delivery and Facilitation: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

### ***FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010***

D1:S1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

D3:S3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content- area material.

D3:S3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

D3:S3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

**D4:S4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.**

**Scoring Rubric for Critical Assignment**  
**EEX 6767: Instructional Design in Special Education**

Name: \_\_\_\_\_ Year: \_\_\_\_\_  
 Instructor: \_\_\_\_\_

Points Earned: \_\_\_\_\_/60 pts. Results of this Critical Assignment:  
 \_\_\_ Exceeds Expectation    \_\_\_ Meets Expectation    \_\_\_ Does not Meet Expectation

**Critical Assignment Title: *Learning Sequences***

**Florida Educator Accomplished Practice:** (a)1.b; (a)1.c; (a)1.f; (a) 3. d; (a) 3. g; (a) 3.h; (a) 3.i; (a) 3.j; (a) 4.a

Students will plan and implement two learning sequences (LS) in the practicum setting that is designed to teach one significant skill/strategy to mastery in two different instructional areas (for example; students may choose to do one math and one reading LS; but may not chose to do two reading LS). This will require students to collect data at the pre- and post-test stage and to reflect on this data to modify instruction and activities in order to reach skill mastery.

Categories	EXCEEDS EXPECTATION 90 – 100 %	MEETS EXPECTATION 73 - 89%	DOES NOT MEET EXPECTATION 72% or below
<i>Lesson plans:</i>  _____/ 50 pts.	All of the items in the Meets expectation column PLUS all the following elements: <ul style="list-style-type: none"> <li>• Video/digital recording of an entire teaching session is provided</li> <li>• Completed student work samples are included</li> <li>• Analysis of student work is included and summarized</li> </ul>	Complete LS includes all of the following <ul style="list-style-type: none"> <li>• Pre and Post tests</li> <li>• Task Analyses of Objectives</li> <li>• Lesson Plans and accompanying materials</li> <li>• Progress charts</li> <li>• Teacher self-evaluation and reflection</li> </ul>	Elements of the Learning Sequence or lesson plans are missing or are incorrect. Missing 2 or more of the following major items such as: pre or posttest, task analysis, lesson plans, or progress charts.
<i>Professionalism</i>  _____/ 10 pts	Reflection is detailed, thoughtful, well-written self-evaluation with no errors in mechanics of writing or spelling.	Thoughtful self-evaluation with little or no editing required for grammar, capitalization, punctuation, and spelling (no more than 3 errors).	Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required.

**COMMENTS:**