

“Preparing Professionals for Changing Educational Contexts”

Syllabus

Department of Educational and Clinical Studies
College of Education, University of Nevada, Las Vegas

I.	Prefix & Number	EDSP 466
II.	Title	Group Teaching Methods for Students with Disabilities
III.	Credits	3 semester hours
IV.	Semester	
V.	Class Location & Time	
VI.	Instructor	
VII.	Office/Phone/Email	
VIII.	Office Hours	
IX.	Prerequisites	See Pre-Student Teaching Application
X.	Course Description	<p>The purpose of this course is to provide information related to instructional methods and procedures applicable to the education of students with mild disabilities. The course is designed to facilitate the endeavors of pre-student teachers in field-based settings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A grade of B or better is necessary in EDSP 466, EDSP 487, and EDSP 488 to advance to Student Teaching in the Department of Educational and Clinical Studies. Please be advised, a B- is NOT considered a B. <input type="checkbox"/> Undergraduate students who are majors in the Department of Educational and Clinical Studies must be registered for EDSP 466, EDSP 487, and EDSP 488 concurrently.
	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course	Standard 3: Individual Learning Differences Standard 4: Instructional Strategies Standard 5: Learning Environments & Social Interactions Standard 7: Instructional Planning Standard 8: Assessment
	INTASC Standards Addressed in this Course	Standard 3: Diverse Learners Standard 4: Planning Process Standard 5: Strategies and Methods Standard 7: Communication Standard 8: Assessment

XI. CEC Knowledge Objectives and Related CEC Standards

Upon completion of this course students will be able to meet the following objectives:

<p>1. Students will describe various evidence-based instructional arrangements and the instruction needed for students with disabilities to be successful in these arrangements.</p> <p>CEC Standard 4: Instructional Strategies CEC Standard 5: Learning Environments and Social Interactions</p>	
ICC5K5	Social skills needed for educational and other environments
IGC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
<p>INTASC Standard 3: Learning Environments INTASC Standard 8: Instructional Strategies</p>	
Performance	<p>3(d): The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>8(c): The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p>
Essential Knowledge	<p>3(j): The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>
Critical Dispositions	<p>3(p): The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>
<p>2. Students will identify and use a variety of evidence-based educational planning processes.</p> <p>CEC Standard 7: Instructional Planning</p>	
ICC7K2	Scope and sequences of general and special curricula
ICC7K3	National, state or provincial, and local curricula standards
ICC7K4	Technology for planning and managing the teaching and learning environment
ICC7S10	Prepare lesson plans
IGC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities

INTASC Standard 7: Planning for Instruction	
Performance	7(b): The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
Essential Knowledge	7(k): The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
Critical Dispositions	7(p): The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

3. Students will implement instructional lessons using evidence-based teaching behaviors and evidence-based methodology.

CEC Standard 4: Instructional Strategies
CEC Standard 7: Instructional Planning

IGC4K7	Methods for guiding individuals in identifying and organizing critical content
IGC4S2	Use strategies from multiple theoretical approaches for individuals with disabilities
IGC4S6	Modify pace of instruction and provide organizational cues
IGC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum
ICC7S12	Use instructional time effectively
INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies	
Performance	7(c): The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
	8(b): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
Essential Knowledge	7(i): The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
	8(l): The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
Critical Dispositions	7(q): The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
	8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

4. Students will identify and implement evidence-based methodology for teaching academic content (e.g., mathematics, reading) to students with disabilities.

CEC Standard 4: Instructional Strategies

IGC4K6	Methods for increasing accuracy and proficiency in math calculations and applications
IGC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities
IGC4S4	Use reading methods appropriate to individuals with disabilities/learning disabilities
IGC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies
INTASC Standard 8: Instructional Strategies	
Performance	8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
Essential Knowledge	8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
Critical Dispositions	8(p): The teacher is committed to deepening the awareness and understanding of the strengths and needs of diverse learners when planning and adjusting instruction.

5. Students will implement evidence-based procedures to monitor student progress and assess student learning of content.

**CEC Standard 4: Instructional Strategies
CEC Standard 8: Assessment**

IGC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs
INTASC Standard 6: Assessment	
Performance	6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
Essential Knowledge	6(l): The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
Critical Dispositions	6(t): The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

XII. Results

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Assignment/Evaluation
Students will describe various evidence-based instructional arrangements and the instruction needed for students with disabilities to be successful in these arrangements.	CC5K5, GC5K3, LD4K2	Performance: 3(d), 8(c) Essential Knowledge: 3(j), 8(k) Critical Dispositions: 3(p), 8(s)	RTP Lesson Plans Novel Analysis Paper
Students will identify and	CC7K2, CC7K3,	Performance: 7(b)	RTP Lesson Plans

use a variety of evidence-based educational planning processes.	CC7K4, CC7S10, GC10K4, LD10K1	Essential Knowledge: 7(k) Critical Dispositions: 7(p)	Novel Analysis Paper
Students will implement instructional lessons using evidence-based teaching behaviors and evidence-based methodology	GC4K7, LD4K5, GC4S2, GC4S6 LD4S3, GC4S13, CC5S4, CC7S12, LD4S2, LD9S2	Performance: 7(c), 8(b) Essential Knowledge: 7(i), 8(l) Critical Dispositions: 7(q), 8(s)	RTP Lesson Plans Intro to the Scientific Method
Students will identify and implement evidence-based methodology for teaching academic content (e.g., mathematics, reading) to students with disabilities.	GC4K6, LD4K3, GC4S5, LD4S12, GC4S4, LD4S8, GC4S14, LD4S9	Performance: 8(a) Essential Knowledge: 8(k) Critical Dispositions: 8(p)	RTP Lesson Plans Intro to the Scientific Method
Students will implement evidence-based procedures to monitor student progress and assess student learning of content.	GC4S12, LD4S6, CC8S8	Performance: 6(c) Essential Knowledge: 6(l) Critical Dispositions: 6(t)	Intro to the Scientific Method

XIII. Course Resources

Students will need to obtain a copy of: (a) one novel listed below and (b) an adapted version of one novel listed below:

Anne Frank: The Diary of a Young Girl by Anne Frank
Adventures of Huckleberry Finn by Mark Twain
Great Expectations by Charles Dickens
Grapes of Wrath by John Steinbeck
A Raisin in the Sun by Lorraine Hansberry

CEC Student Membership (www.cec.sped.org)

XIV. Supplemental Texts and/or Materials

Berry, R. A. W. (2006). Teacher talk during whole-class lessons: Engagement strategies to support the verbal participation of students with learning disabilities. *Learning Disabilities Research & Practice, 2*, 211-232.

Bos, C. S., & Vaughn, S. (2006). Strategies for teaching students with learning and behavior problems (6th ed.) Boston: Allyn & Bacon, an imprint of Pearson Education.

Bottge, B. A., Enrique, R., & Serlin, R. C. (2007). Shrinking achievement differences with anchored math problems: Challenges and possibilities. *The Journal of Special Education, 41*, 31-49.

- Calhoon, M. B., Otaiba, S. A., Cihak, D., King, A., & Avalos, A. (2007). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first-grade classrooms. *Learning Disability Quarterly, 30*, 169-184.
- Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. (2004) *Direct instruction reading*(4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall, an imprint of Pearson Education.
- Cobb, B., Sample, P. L., Alwell, M. & Johns, N. R. (2006). Cognitive-behavioral interventions, dropout, and youth with disabilities: A systematic review. *Remedial and Special Education, 27*, 259-275.
- Cohen, L., & Spenciner, L. J. (2005). *Teaching students with mild and moderate disabilities: Research-based practices*. Upper Saddle River, NJ: Pearson Education.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research, 76*, 1-62.
- Coyne, M. D., Kane'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners*. (3rd ed.). Merrill/Prentice Hall, an imprint of Pearson Education.
- Edyburn, D. L., Higgins, K., & Boone, R. (Eds.) (2005). *The Handbook of Special Education Technology Research and Practice*. Whitefish Bay, WI: Knowledge by Design Publications.
- Englert, C. S., Zhao, Y., Dunsmore, K., Collings, N. Y., & Wolbers, K. (2007). Scaffolding the writing of students with disabilities through procedural facilitation: Using and Internet-based technology to improve performance. *Learning Disability Quarterly, 30*, 9-29.
- Evertson, C., Emmer, E. T., & Worsham, M. E. (2006). *Classroom management for elementary teachers* (7th ed.). Boston, MA: Allyn & Bacon, an imprint of Pearson Education.
- Fagella-Luby, M., Schumaker, J. S., & Deshler, D. D. (2007). Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes. *Learning Disability Quarterly, 30*, 131-147.
- Freund, L., & Rich, R. (2005). *Teaching students with learning problems in the inclusive classroom*. Upper Saddle River, NJ: Merrill.
- Fuchs, D., & Fuchs, L. (2006). Research on peer-assisted learning strategies: The promise and limitations of peer-mediated instruction. *Reading & Writing Quarterly, 22*, 5-25.
- Haager, D., & Klinger, J. K. (2005). *Differentiating instruction in inclusive classrooms*. Boston: Allyn & Bacon. In Hudson, P. J., & Miller, S. P. (2006). *Designing and implementing mathematics instruction for students with diverse learning needs*. Boston, MA: Allyn & Bacon, an imprint of Pearson Education.
- Kourea, L., Cartledge, G., & Musti-Rao, S. (2007). Improving the reading skills of urban elementary students through total class peer tutoring. *Remedial and Special Education, 29*, 95-107.
- Lambert, M. C., Cartledge, G., & Heward, W. L. (2006). Effects of response cards on disruptive behavior and academic responding during math lessons by fourth-grade urban students. *Journal of Positive Interventions, 8*(2), 88-99.

- Lenz, B. K., & Deshler, D. D. with Kissam, B. R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary school*. Boston: Allyn & Bacon, an imprint of Pearson Education.
- Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The Content Literacy Continuum: A school reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children*, 37(6), 60-63.
- Marchand-Martella, N. E., Slocum, T. A., Martella, R. C. (2004). *Introduction to direct instruction*. Boston: Allyn & Bacon.
- Mercer, C.D., Mercer, A. R., & Pullen, P.C. (2011). *Teaching students with learning problems*. Upper Saddle River, NJ: Pearson.
- Miller, S. P. (2009). *Validated Practices for teaching students with diverse needs and abilities*. Boston, MA: Allyn & Bacon, an imprint of Pearson Education.
- Miller, S. P., & Hudson, P. (2007). Using evidence-based practices to build mathematics competence related to conceptual, procedural, and declarative knowledge. *Learning Disabilities Research & Practice*, 22, 47-57.
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2004). *Teaching strategies: A guide to effective instruction*. Boston: Houghton Mifflin.
- Salend, S. J. (2008). *Creating inclusive classrooms: Effective and reflective practices* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall, an imprint of Pearson Education.

XV. Assignments

1. Attendance and Participation (15 session x 5 points each = 75 points)

This course is designed to support students in their clinical fieldwork. Therefore, attendance is essential to mastery of the skills and concepts discussed in the course. Students are expected to arrive to each class session on-time, remain for the entire class session, and participate in group activities and discussions. Students are also expected to have all course materials read and prepared prior to the beginning of class. Failure to participate will result in the loss of attendance and participation points. Attendance and participation points can only be earned if the student is in class; they cannot be made up.

2. Research-to-Practice Lesson Plans (3 lesson plans x 50 points each = 150 points)

Students will locate three (3) recently published (2008-present) journal articles that describe an experimental study designed to investigate the effectiveness of an academic intervention for teaching mathematics, reading, or language arts (i.e., handwriting, spelling, written expression); one of the lesson plans should be targeted for a self-contained classroom for students with intellectual disabilities or autism. Students will complete a research-to-practice lesson plan for each area (mathematics, reading, and language arts). There are four parts to this assignment.

Part 1: Read the article and translate the information provided about the intervention into implementation steps using the *Research-to-Practice Translation Form* (provided in class).

Part 2: Write a lesson plan that involves use of the intervention to teach an academic skill using the UNLV lesson plan template (provided in class).

Part 3: Implement the lesson with a student or group of students.

Part 4: Write a 1-page reflection paper related to the implemented lesson using the *Lesson Reflection Form* (provided in class).

You are expected to turn in: (a) a copy of the journal article, (b) completed translation form, (c) lesson plan, and (d) reflection paper for each intervention.

3. Introduction to the Scientific Method (100 points)

In groups, students will acquire a scientific experiment kit (either through the library or via purchase). Using the materials from the kits, students will develop a differentiated lesson plan (using the UNLV lesson plan template and based on a grade-level content standard) that teaches students about the scientific method. Each lesson plan should incorporate strategies to support low-, middle-, and high-level learners. Additionally, each group will create differentiated assessments that will measure low-, middle-, and high-level mastery of the scientific method. These assessments should capture all levels of learning and be designed to show student growth.

In order to earn full points, students must submit:

- A scripted lesson plan using the UNLV lesson plan template,
- A differentiated plan for low-, middle-, and high-level learners,
- Sample materials that will be used during lesson instruction, and
- Three assessments (low, middle, and high) that connect to the lesson.

4. Novel Analysis (100 points)

Students will choose a novel (from the list below) and will complete a novel analysis. This novel analysis will require students to complete three activities: (a) read the novel, (b) read an adapted version of the novel, and (c) watch a film or theatrical version of the novel. Students will complete the novel analysis comparison chart (provided in class) that will assist them in identifying strategies and ideas that can be addressed using adapted versions of a novel, as well as concepts that may not be covered appropriately using the adapted text. Students will then write a 3-5 page paper that addresses the following points:

- Main concepts in English that are addressed within the novel,
- Areas of difficulty that a struggling learner might have with the novel,
- Ways that an adapted version of the text or film might support student understanding,
- Ways that an adapted version of the text or film would hinder student understanding, and
- Ideas for differentiating instruction using the novel, adapted text, and film version (at least three).

All papers should be written in APA format, typed, double-spaced, and 12-point font. Students will submit their final analysis paper as well as the novel analysis comparison chart. At the end of the semester, students will present their findings from the novel analysis to their classmates.

Novel List

Anne Frank: The Diary of a Young Girl by Anne Frank

Adventures of Huckleberry Finn by Mark Twain

Great Expectations by Charles Dickens

Grapes of Wrath by John Steinbeck

A Raisin in the Sun by Lorraine Hansberry

5. Council for Exceptional Children Membership (75 points)

Students will join the Council for Exceptional Children, the international organization that addresses the needs of students with disabilities through research, education, and service, by the end of the semester (www.cec.sped.org) as a student member. With membership in the Council for Exceptional Children, students will receive a one-year subscription to a research journal (*Exceptional Children*) and a research-to-practice journal (*Teaching Exceptional Children*). In order to earn points, students will bring a copy of their membership card to the instructor by the end of the semester.

XVI. Performance Assessments

The performance assessment for this course is the Student Change Project in reading or mathematics to be written up in provided format. The Student Change Project is the critical course learning assignment. A grade of B or better is required.

XVII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XVII. GRADING POLICY

All assignments are due at the beginning of class on the assigned date. No late work will be accepted. All exams are to be taken on assigned date unless arranged with professor before assigned date. The following scale will be used to determine the course grade:

Assignments	Points
Attendance and Participation	75 points
Research to Practice Lesson Plans	50 points each (150 points total)
Introduction to the Scientific Method	100 points
Novel Analysis	100 points
Council for Exceptional Children Membership	75 points
Total	500 points

Grading Range	
A 470 – 500	C+ 390 – 399
A- 450 – 469	C 370 – 389
B+ 440 – 449	C- 350 – 369
B 420 – 439	D 300 – 349
B- 400 – 419	F ≤ 299

XVIII. Class Schedule

Week	Topic	Assignment/Readings
9/1	Course Introduction Being a Critical Consumer of Materials and Information Finding and Translating Research-Based Practices	What Works Clearinghouse and Doing What Works
9/8	Implementing Research-Based Practices	Odom et al. (2005)
9/15	Assessing the Effectiveness of Research-Based Practices	
9/22	Review of Common Core State Standards Anchoring Instruction to Core Curriculum	CCSS for ELA CCSS for Mathematics
9/29	Effective Strategies for Teaching English Language Arts: Spelling and Handwriting	Sayeski (2011)
10/6	Effective Strategies for Teaching ELA Core Content	Baker, Gersten, & Graham (2003) Vaughn & Edmonds (2006)
10/13	Effective Strategies for Teaching Science: Scientific Method & Core Content	Mastropieri et al. (2005) RTP Lesson 1 Due
10/20	Online (Complete Secondary Content Area Reading Module 1)	
10/27	Effective Strategies for Teaching Social Studies and History: Reading and Writing	Cawley, Foley, & Miler (2003)
11/3	Differentiating Instruction for Students with Moderate to Severe Disabilities	RTP Lesson 2 Due
11/10	Teaching Effective Student Behaviors: Time Management	Scientific Method Assignment Due
11/17	Teaching Effective Student Behaviors: Note-Taking and Listening Skills & Personal Responsibility	Palmer et al. (2004)
11/24	No Class (Thanksgiving)	
12/1	Personal Responsibility Integrating Technology	RTP Lesson 3 Due Salend et al. (2004) Skylar, Higgins, & Boone (2007)
12/8	Literary Analysis Presentations	Literary Analysis Papers Due
12/15	Final	

Rubric for Research-to-Practice Project

Proficiency Levels	Research to Practice Translation (20 points)	Lesson Plan (50 points)	Lesson Plan Reflection (20 points)	Mechanics and Organization (10 points)
Target	<ul style="list-style-type: none"> -Summarized the findings of the intervention article with no errors. -Translation of teaching steps contained no errors. -All steps needed for implementation of the intervention were identified. 	<ul style="list-style-type: none"> -Lesson objective was written in 4-part format, and was specific, observable, and measurable and assessment techniques were clearly described. -Lesson was based on a common core standard. -Lesson sequence and activities were appropriate for meeting the objective. -Description of lesson activities was thorough and easily understood; lesson could be easily implemented by someone else. -Discussion of accommodations, connection to student's home, and materials needed was included. -Activities were matched the intervention. 	<ul style="list-style-type: none"> -All 4 components of the lesson reflection form were addressed in the lesson plan reflection (e.g., summary of lesson implementation, evaluation of teaching, evaluation of student performance, changes). -Lesson reflection was detailed and mirrored instruction provided in the lesson. 	<ul style="list-style-type: none"> -Article used was an intervention study. -Lesson plan was written using the UNLV lesson plan format. -Student wrote using appropriate grammar and spelling (less than 3 errors). -Activities were organized and easy to follow. -Writing was easy to read and understand, and incorporated complete thoughts.
Acceptable	<ul style="list-style-type: none"> -Summary of the findings of the intervention contained 1-2 errors. -Translation of teaching steps contained 1-2 errors. -1-2 steps needed for implementation of the intervention were missing. 	<ul style="list-style-type: none"> -Lesson objective was written using 3 of the 4 part format, and was mostly specific, observable, and measurable, but was somewhat vague; assessment techniques were not clear, but were described. -Lesson was based on a standard that was not common core. -Description of lesson activities was mostly easily understood, although another person would have some difficulty implementing the lesson. -Discussion of accommodations, connection to student's home, and materials needed was included. -Activities were mostly matched the intervention, but 1-2 errors were noted. 	<ul style="list-style-type: none"> -Addressed 3 of the 4 required components of the lesson reflection form. -Lesson reflection was brief and mirrored instruction provided in the lesson. 	<ul style="list-style-type: none"> -Article used was an intervention study. -Lesson plan was written using the UNLV lesson plan format. -Student wrote using mostly appropriate grammar and spelling, but several errors were made (between 4-7). -Activities were mostly organized, but some were out of place. -Writing was mostly easy to read and understand, although sections were choppy or incomplete.
Unacceptable	<ul style="list-style-type: none"> -Summary of the findings of the intervention contained more than 2 errors. -Translation of teaching steps contained more than 2 errors. -More than 2 steps needed for implementation for the intervention were missing. 	<ul style="list-style-type: none"> -Lesson objective was written using 2 of the 4 part format, and was not specific, observable, and measurable; assessment techniques were not described. -Lesson was not based on a standard. -Description of lesson activities was vague, and could not have been implemented by another person. -Discussion of accommodations, connection to student's home, and materials was missing from the lesson plan. -Activities did not match the intervention. 	<ul style="list-style-type: none"> -Addressed fewer than 2 of the 4 required components of the lesson reflection form. -Lesson reflection was brief or did not mirror instruction provided in the lesson. 	<ul style="list-style-type: none"> -Article used was not an intervention study. -Lesson plan did not use the UNLV lesson plan format. -Student writing did not use appropriate grammar and spelling (more than 7 errors were made). -Activities were not organized and did not follow a logical sequence. -Writing was choppy or incomplete, and was not easy to understand.

