



Course Syllabus

SPED 4279

Content-Area Instruction for Students with Special Needs

Fall 2021

Tuesday and Thursday 11:30-12:45 plus weekly Canvas activities, and readings.

Instructor: Chris O'Brien, Ph.D.

Office Hours:

Only by appointment, but scheduled times include:

Mondays on Zoom: 12:00-2 PM

Tuesdays 11:00- 11:30 AM

Wednesdays on Zoom: 12:00-2 PM

Thursdays 11:00 AM-11:30 AM; 1:00-2:00 PM

Any other day by appointment.

E-mail: Christopher.O'Brien@uncc.edu

SPED 4279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites: Admission to Teacher Education; Admission to Special Education Program; SPED 3100; SPED 3173; SPED 3175; SPED 4272; SPED 4275. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. *(Fall)*

REQUIRED TEXTS

Highly recommended print or electronic text:

[*Assistive Technology in Special Education, 3rd Edition by Green.*](#)

Additional Required Readings (most materials can be purchased online via edgeenterprisesinc.com)

Training Materials Provided in Class for Pre-service Level Training in the Strategic Instruction Model:

University of Kansas Center for Research on Learning. *The Unit Organizer*

University of Kansas Center for Research on Learning. *Concept Enhancement Series.*

University of Kansas Center for Research on Learning. *The Paraphrasing Strategy.*

University of Kansas Center for Research on Learning. *Strategic Tutoring and the PREP Strategy*

University of Kansas Center for Research on Learning. *The LINC'S Vocabulary Strategy*

University of Kansas Center for Research on Learning. *The SLANT Strategy for Classroom Participation.*

University of Kansas Center for Research on Learning. *The Test Taking Strategy*

Course Bibliography

Boudah, D.J., Schumaker, J.B., & Deshler, D.D. (1997). Collaborative instruction: Is it an effective option for inclusion in secondary classrooms? *Learning Disability Quarterly*, 20 (4), 293-316.

Boudah, D.J., Lenz, B.K., Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (2000). Content Learning through the Unit Organizer Routine. *Teaching Exceptional Children*, 32 (3), 48-56.

- Coyne, M.D., Kame'enui, E.J., & Carnine, D.W. (2006). *Effective Teaching Strategies that Accommodate Diverse Learners (3rd Edition)*. Prentice Hall.
- Deshler, D.D., & Tollefson, J.M. (2006). Strategic interventions: A research-validated instructional model that makes adolescent literacy a schoolwide priority.
- Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *The Urban Review*, 35(3), 233-252.
- Faggella-Luby, M.N., & Deshler, D.D. (2008). Reading comprehension in adolescents with LD: What we know: What we need to learn. *Learning Disabilities Research & Practice*, 23(2), 70-78.
- Hughes, C.A., & Schumaker, J.B. (1991). Test-taking strategy instruction for adolescents with learning disabilities. *Exceptionality*, 2, 205-221.
- Hock, M.F., Schumaker, J.B., & Deshler, D.D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.
- Lenz, B.K., & Scanlon, D. (1998). SMARTER teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. *Perspectives*, 24 (3), 16-19.
- Mastropieri, M.A., & Scruggs, T.E. (2006). *The inclusive classroom: Strategies for effective instruction (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Rose, D. & Meyer, A. (2002). *Teaching Every Child in the Digital Age: Universal Design for Learning*. Association for Supervision and Curriculum Development.
- Salend, S. (2005). *Creating Inclusive Classrooms: Effective and reflective practices for all students (5th ed.)*. Upper Saddle River: Pearson Education, Inc.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Alexandria: ASCD Publications.

COURSE RATIONALE

As students with special needs progress through the years of their education, they make a significant transition from classes addressing basic skills and learning to read to content-area courses that require skills in "reading to learn." Essentially, the curriculum for adolescents with disabilities typically reflects a highly rigorous experience of education in general education classes focused on English, social studies, science, and mathematics, which presume a solid foundation in study skills and basic skills in literacy. Special education teachers play a vital role in middle and secondary schools in supporting students with special needs' potential to access content area courses by designing effective 21st century learning environments, collaborating with general educators, teaching learning strategies, and enhancing the content with graphic organizers, digital materials, and computer-based multimedia. This course contributes to the development of **excellent professionals** as defined by the COED Conceptual Framework by focusing on the strands and associated learning outcomes of knowledgeable teachers, effective practitioners, reflective teachers, and responsive teachers in several ways. It is critical for special educator teachers in a K-12 school system to possess the **knowledge and skilled application** of research-based strategies **for effectively** supporting students with special needs at the middle and secondary level. Special educators must be **reflective and responsive**. They must be able to evaluate academic setting demands, collect data, and make informed decisions about the integration of instructionally relevant technology, content enhancements, and learning strategies to improve student performance. Further, unique in this course, special educators must demonstrate a foundation of **knowledge of the content areas** in order to make that content more accessible for a diverse population of students with a range of abilities. The course, along with Teaching Reading to Middle and Secondary Learners with Special Needs, provides a critical extension of the instructional repertoire of special educators into the upper grades and builds upon strengths in designing effective learning environments that promote positive behavior and intervention to show improvement in student performance. Further,

as listed below the course is designed to address North Carolina Professional Teaching Standards (NCPTS) at the proficiency level as well as the North Carolina Instruction Specialty Standards (SS) for General Curriculum (GC) and Adapted Curriculum (AC) consistent with NCATE-approved standards for special education.

COURSE OBJECTIVES

The relationship between the objectives and standards specific to NCPTS and NCSS for GC and AC will be noted below with by standard number.

Key for Standards

NCPTS = North Carolina Department of Public Instruction Professional Teaching Standards

NCSSGC = North Carolina Department of Public Instruction Specialty Standards General Curriculum

NCSSAC = North Carolina Department of Public Instruction Specialty Standards Adapted Curriculum

Upon completion of the course, the candidate will be able to:

- Collaborate with general education content-area specialists to share instructional responsibilities [NCPTS 2d.1; NCSSGC 6.3; NCSSAC 7.3]
- Recognize effective models of collaborative instruction that reflect parity of expertise and responsibility while integrating effective components of specialized instruction [NCPTS 2d.2 NCSSGC 6.3; NCSSAC 7.3]
- Demonstrate breadth of content knowledge in the major subject areas appropriate for supporting students with disabilities in content-area courses [NCPTS 3b.1, 3c.1]
- Design effective learning environments that promote achievement for students with disabilities in the general curriculum [NCPTS 2a.1, 2c.1, 4f.1]
- Explain the framework of Universal Design for Learning as an instructional response to inclusive classrooms [NCPTS 3d.1, 4d.1, 5c.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize instructionally relevant examples of computer-based and web-based media to enhance instructional effectiveness in the content areas consistent with a UDL instructional design [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Use Smartboard technology to integrate multimedia into content-area instruction [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize effective examples of Web 2.0 technology to enhance content instruction and interactivity in web-based learning [NCPTS 4d.1; NCSSGC 3.5; NCSSAC 5.4]
- Recognize and integrate assistive technologies and accessible materials appropriate for learners experiencing limited academic performance in content-area courses [NCPTS 4c.1, 4d.1; NCSSGC 3.5; NCSSAC 5.4, 6.6]
- Use research-based strategies for enhancing conceptual clarity of high-level content [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Select research-based learning strategies to support academic performance of struggling learners in content-area coursework [NCPTS 2d.2, 5c.1; NCSSGC 3.3, 3.4]
- Evaluate effectiveness of learning strategies on long-term academic performance of learners with disabilities [NCPTS 4.b.1, 4h.1]
- Differentiate instruction for learners performing at different academic levels while maintaining rigorous academic instruction [NCPTS 2d.2, 4a.1, NCSSGCAC 2.2]
- Create a comprehensive unit plan in a content-area that includes conceptually explicit objectives for student performance and addresses the needs of a wide range of learners [NCPTS 3c.1; NCSSGC 3.3, 3.4, 3.5; NCSSAC 5.4; EE3]

CONCEPTUAL FRAMEWORK FOR THE COLLEGE OF EDUCATION AT UNC CHARLOTTE

Professional Educators: Advancing Educational Equity through Excellence and Engagement, the Conceptual Framework for Professional Education Programs at UNC Charlotte, has a strong emphasis on the Cato College of Education's updated vision to be a national leader in educational equity, excellence, and engagement. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, skills, and dispositions necessary to produce highly effective and engaged professionals. **This course seeks to develop the proficiencies that are highlighted below.**

Professional Educators:
Advancing Educational Equity through Excellence and Engagement

Professional Responsibilities	Dispositions	Learners and Learning	Effective Pedagogy
Ethics – Candidates consistently demonstrate and practice high ethical standards	Advocacy – Candidates are prepared to advocate on behalf of others for services that support the social, emotional, physical, educational, behavioral, and basic needs of students, families, and colleagues	Positive Impact & Accountability – <u>Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development</u>	Specialty Area Knowledge – <u>Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines</u>
Professional Identity & Continuous Growth – Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity	Self-Awareness – Candidates have deep knowledge of self in order to self-regulate their teaching, leadership, counseling and/or the learning processes. They understand oneself in relation to others	Cultural Competence & Culturally Sustaining Practice: Responsiveness to Diverse Learners – Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families	Pedagogical Knowledge – Candidates understand and demonstrate methods of effective teaching as well as research, counseling and leadership strategies
Leadership – Candidates embrace the inherent commitment to leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways	Reflective Practice – Candidates <u>critically and thoughtfully examine their practice for the purpose of continuous improvement</u>	21st Century Literacies, Competencies & Character Qualities – Candidates demonstrate skills in 21st Century literacies (literacy, numeracy, citizenship, digital, and media); competencies (critical thinking, creativity, collaboration); and character qualities (curiosity, initiative, persistence, resilience, adaptability, leadership)	Research-Based Practice – <u>Candidates apply research-based strategies and processes while planning, implementing, and evaluating learners</u>
Collaboration – <u>Candidates are committed to consensus-building, coalition-forming, and agenda framing strategies and collaborate with professionals from other disciplines</u>	Social Justice – Candidates actively engage in the continual process of personal vision-building, inquiry, and collaboration. Candidates use critical inquiry to establish meaningful and relevant changes in pedagogical practices		Research Skills – Candidates understand and effectively use methodologically sound and useful research practices and evaluation skills
Policies, Laws, Standards & Issues – Candidates are both competent and engaged in the understanding and development of educational policy and law, analyze and incorporate standards into practice and identify and consider societal issues that impact education and practice			

* Underlined elements are emphasized as fundamental to the mission of this course.

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are indicated below.

North Carolina Professional Teaching Standards (2007): Establish a respectful environment for a diverse population of students, Know the content they teach, Facilitate learning for their students, Reflect on their practice.

INSTRUCTIONAL METHODS

This course is designed to be taught in a traditional format, but we may switch to a hybrid format with the majority of sessions conducted in a face-to-face class. In-person instruction could be replaced by

Zoom sessions at any time. Web-based learning modules are designed to develop and assess background knowledge and critical content knowledge in the content areas at the middle/secondary level. Zoom sessions will include interactive lectures on professional issues based on an array of relevant materials. Critical intervention strategies taught in the class will be applied in a clinical setting with a selected adolescent in order to advance teaching expertise.

COURSE CONTENT

Included in this course would be a clear connection/extension of the themes of collaboration into content-area instruction with extensive discussion and training in models of co-teaching. The instructional perspective will emphasize Universal Design for Learning specifically modeling the use of technology to provide multiple means of representation, expression, and engagement in content instruction. Included in the UDL work would be the development of accessible, digital texts in line with the current Department of Education trends (e.g., NIMAS, NIMAC). Candidates will use the Smart board, integrate multimedia presentations, and examine the use of Web 2.0 technologies as teaching tools for interactivity/active student response. Further, the course will emphasize strategies for teaching content (math, science, English, and Social Studies) to students with diverse learning needs. Candidates learn the about the University of Kansas Strategic Instruction Model and receive intensive training in the content enhancement series and learning strategies curriculum for students in content classes. Candidates will also develop skills in the area of creating effective learning environments for diverse populations including the use of peer-mediated instruction in the context of a learning environment designed around the principles of Positive Behavior Support. Finally, candidates would develop content area lessons that integrate the various strategies.

COURSE ACTIVITIES

- In class, candidates will be trained in learning strategies from the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will be trained in various content enhancements the University of Kansas Strategic Instruction Model aligned with academic setting demands of typical content-area classrooms
- In class, candidates will design accessible, digital materials appropriate for promoting content acquisition
- In class, candidates will examine multiple web-based instructional materials and multimedia

METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Point values are given under Grading Scale below.

- **Web-based Learning Modules:** Candidates will complete Twenty web-based learning modules prior to class time to demonstrate proficiency with course content, and general curriculum content (i.e., the Common Core and new Essential Standards for science, math, social studies, and English).
- **UDL Project (Technology Rubric in Taskstream):** Candidates will create a planning document designed to show evidence that the candidate can design effective, appropriate classroom instruction for a wide range of learners that is based on the approved curriculum for a given grade level and specific content area and utilizes contemporary technology tools.
- **Final Exam (Content Review):** Candidates will complete a short-answer final exam to review critical terminology and concepts of the course.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Standard/Assignment	Point Value
Canvas module assignments	400 (20 points x 20 Forum Postings)
UDL Technology Project	200
Final Exam (Review of Course Concepts)	100
Total Points	700

SPED 4279

Point range earned	Grade equivalent
650 – 700	A
600– 649	B
550 –599	C
500-549	D
Below 500	F

- A. **Attendance:** Regular attendance is required. Attendance will be taken at each class. Students are expected to attend and be prepared for class. If an absence is necessary, it should be cleared with instructor **PRIOR** to class. Students are responsible for making arrangements to receive any information missed and for making up any missed assignments.
- a. Tardiness/Leaving Early: Students are expected to be on time and remain the entire class period. Consistent tardiness may also result in grade reduction since the student will be held accountable for any announcements, date changes, etc. he/she may have missed at the beginning or end of a class session.
- B. **Participation:** Class participation is expected and will be factored into the course grade. Participation requires more than being present in class. Students are expected to work on their own course goals (licensure competencies) and to significantly contribute to their classmates' achievement of course goals. Absences from class directly affect participation grade, as you cannot effectively participate if you are not present in class. (Homework is included here.)
- C. **Late Assignments:** Students are expected to submit ALL assignments and take quizzes and tests on the established dates. 50% of points will be deducted if assignments are not turned in at stated times (without explicit prior approval from the instructor).
- D. **Professional Dispositions:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of in class behaviors/dispositions that are considered by the instructor to be unprofessional include: a) carrying on side conversations during class instruction and/or while another individual is speaking, b) arriving late to class and disrupting others already engaged in the session's activities, c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the candidate, and d) demonstrating disrespect towards responses and/or opinions of others in the class. Students demonstrating unprofessional behavior during class sessions may be requested by the instructor to exit the class – allowing his/her peers and the instructor to continue with the class session.

- E. **Cellular Phones and Other Electronic Devices:** All cellular phones and/or other electronic devices are expected to be turned off or on vibrate during class unless a student has an emergency situation in which he or she has informed the instructor prior to the beginning of class.
- F. **Disability Services:** Students with **documented** disabilities who need special accommodations with regard to course work and assignments should inform the instructor at the beginning of the semester.

Communication: You may contact the instructor by email or by telephone. Email will be responded to faster than voicemail. Emails should be written with attention to clarity, professional etiquette, and standard academic language.

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/GraduateCatalog0709.pdf>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Content/Inclusion Planning Commentary and Technology Assignment

Simplified Instructions:

1. **Study Target Student:** Student is a middle school student with learning and behavioral challenges. IEP goals emphasize reading comprehension, academic learning in content areas, and communication development in the area of expressive and receptive language development—specifically development of academic vocabulary specific to content area classes (see supportive case study materials to be provided in class).
2. **Select content area** among English, social studies, or science with foundations of Common Core literacy standards (candidates will be given Course Organizer Routines to choose from).
3. **Analyze the content standards** in the NC Standards associated with this specific course.
4. **Select and Study a Unit Organizer** from one of the units presented on the Course Organizer concept map (This will be completed as a class activity). Students will describe the process of using SMARTER Planning (Lenz & Deshler, 2004) to organize and prioritize general curriculum content.
5. **Create a Content Enhancement** as appropriate to course content (This will be completed as a class activity). Include in Part C: Supporting Materials.
7. **Develop 5 day Co-teaching Lesson Plan**
8. **Complete Planning Commentary Section 3. Supporting Learning**
9. **Complete Technology Commentary**
10. Complete Planning Reflection regarding **technology integration**.

SPED 4279: Fall 2021
Tentative Course Schedule

Date and Planned Timeframe	Topic	Readings (by this class meeting)	Assignments Due (web module writing assignments due by class time)
Tuesday, 8/24	• Course Overview • Introductions • Discussion of clinical placement and assignments • Special education focus practices—explicit instruction • Case Study—Carlos Roberts • Conceptualizing inclusive instruction in middle/secondary content classes (i.e., English, social sciences, natural sciences, mathematics) • What is inclusion today? Does it work? • Previewing the Planning Activity	Course Syllabus	
Thursday, 8/26	• Humanizing activity—humanizing Carlos—interest inventories. Looking beyond disability labels.		Assignment 1 Due by class time—Video Introduction. Technology Activity. Create your own video introduction. Tell me about yourself.
Week 2			

Tuesday 8/31	• Humanizing activity—humanizing Carlos—interest inventories • Brainstorming activity—bringing case study students to life • Discussion of contextual factors in content area instruction for diverse populations; infrastructural limitations of middle and secondary schools for students with special needs. • Conceptualizing the Inclusive Classroom • How does the middle/secondary curriculum create barriers for students most in need of effective instruction	Carlos Psychoeducational Evaluation	
Thursday 9/2	The Content Literacy Continuum Supported Inclusion Article	Supported Inclusion Article	• Learning Module: Supported Inclusion • Reading Response Forum 1
Week 3			
Tuesday 9/7	• Overview of Effective Learning Strategies in Content-area classes; Formal Training on Selected Learning Strategies • SLANT Participation Strategy Brief modeling of SLANT and Paraphrasing Written expression strategies review	Learning Strategies Overview Document (on Canvas)	• Module: Learning Strategies Curriculum • Reading Response Forum 2
Thursday, 9/9	• Learning Strategies Continued • Research on Vocabulary Development and School Success • Training for LINC Strategy Vocabulary Strategy	The LINC Strategy Training Guide (posted on Canvas) Skim and scan: Modifying Learning Strategies Article	• Module: LINC Strategy • Reading Response Forum 3
Week 4			

Tuesday, 9/14	Word Mapping Strategy Presentation	Word Mapping Strategy PD Guide (on Canvas) NC State and National content standards	- Module: Word Mapping Strategy - Reading Response Forum 4
Thursday 9/16	Curriculum Analysis <i>Analyze for difficulty with vocabulary, big ideas, comprehension support, cultural relevance, concept acquisition, background knowledge.</i>		- Module: General Curriculum Observations and Standards Review - Reading Response Forum 5 (counts as two forums-40 points)
Week 5			
Tuesday 9/21	- Training for Paraphrasing Strategy - Reading Comprehension Support	Paraphrasing Strategy Training Guide (posted on Canvas)	- Module: Paraphrasing Strategy - Reading Response Forum 6
Thursday 9/23	No class		
Week 6			
Tuesday 9/28	The KU Strategic Tutoring Approach—PREP Strategy - Fundamentals of Paraphrasing and Summarizing - The Test-taking Strategy	PREP Strategy Overview (on Canvas) Test-taking Strategy Overview (on Canvas)	- Module: Learning Strategies/Embedding and Strategic Tutoring - Reading Response Forum 7
Thursday 9/30	- Analysis of Curriculum Expansion and Learner Diversity - SMARTER Planning Routine		- Module: SMARTER Planning - Reading Response Forum 8

Week 7			
Tuesday 10/5	• Course Organizer Routine • The Unit Organizer Routine (KU-CRL)		
Thursday 10/7	Selection of the Course Organizer Routine for your content emphasis.		• Module: Course Organizer and content analysis. Choose critical vocabulary and create LINC'S and/or Word Maps • Reading Response Forum 9
Week 8			
Tuesday 10/12	Unit Organizer Routine Continued		• Module: Unit Organizer Routine • Reading Response Forum 10
Thursday, 10/14	• Concept Mastery Routine • Concept Comparison Routine		• Module: Concept Routines • Reading Response Forum 11
Week 9			
Tuesday, 10/19	The FRAME—Framing Routine		• Module: The FRAME • Reading Response Forum 12
Thursday, 10/21	<i>No class—International Dyslexia Association</i>		
Week 10			
Tuesday, 10/26	Culturally Responsive Teaching and the role of student background in content prioritization.		• Module: Culturally Responsive Teaching (The role of student background in content selection and prioritization) • Reading Response Forum 13

Thursday, 10/28	• Universal Design for Learning: Framework for teaching diverse populations • Comparisons to Differentiated Instruction and Strategic Instruction Model • A model of inclusive instruction—what must be in place for inclusion to work? <i>UDL Article by Edyburn</i>	UDL—Edyburn	• Module: Universal Design for Learning • Reading Response Forum 14
Week 11			
Tuesday, 11/2	• The Instructional Relevance of the Interactive White Board (e.g., SmartBoard) • Web-based Instructional Resources for Teaching in the Content Areas		
Thursday 11/4	No live class meeting	<u>AT IRIS Module</u>	• IRIS Module: Assistive Technology • Reading Response Forum 15
Week 12			
Tuesday, 11/9	Assistive Technology <i>Technology Demonstration: Digital Materials; Text-to-Speech</i>	<u>Review UDL blog</u>	• Module: UDL Web-based Instructional Materials • Reading Response Forum 16
Thursday, 11/11	Thanksgiving Break		
Week 13			
Tuesday 11/16	• Use of Assistive Technology Devices and software to support students in content classes • Write Out Loud, Auto-completion software, Speech to text supports • Technology-supported Literacy in content-area classes • Accessible Materials • Digital books and embedded strategy development		

Thursday, 11/18	Designing Learning Environments in the Upper Grades to Support Students with Special Needs		
Week 14			
Tuesday, 11/23	- Peer support strategies - Peer tutoring, cooperative learning, collaborative reading groups		- Module: Peer-assisted learning - Reading Response Forum 17
Thursday, 11/25	- Collaborative Instruction - Roles of Special Educators in Co-Taught Classrooms - Models of Implementation of Co-teaching		- Module: Collaborative Instruction - Reading Response Forum 18
Week 16			
Tuesday, 11/30	Co-teaching Lesson Planner		
Thursday, 12/2	Co-teaching Lesson Planner-- preparing for EdTPA Task 1 competency—sequenced lesson plans.		
Tuesday, 12/7	Technology commentary support session with Dr. O'Brien		UDL Project Due
FINALS WEEK			
	Final Exam (tentatively scheduled at class time on this date).		

Notification of Syllabus as Rules for Class

This syllabus contains the policies and expectations I have established for SPED 4279. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Policies Related to COVID-19 Protection

It is the policy of UNC Charlotte for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the 49er community. Such behaviors specifically include the requirement that all students wear a mask while in buildings including in classrooms, labs, and in other instances where social distancing is not possible. Students are permitted to remove masks in classroom or lab settings only when I explicitly grant permission to do so (such as while asking a question, participating in class discussion, or giving a presentation) and while at an appropriate physical distance from others. Failure to comply with this policy in the classroom or lab may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Office of Student

Conduct for charges under the [Code of Student Responsibility](#).

Code of Student Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to [SimCheck](#) or another service for the detection of plagiarism. Such works will be included as source documents in the SimCheck or other plagiarism detection service reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to SimCheck or other plagiarism detection service without a student's [written consent and permission](#). If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Cato College of Education Commitment to Diversity

The Cato College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, gender identity, gender expression, language, national origin,

race, religion, and sexual identity. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Gender Pronouns and Names

This course affirms people of all gender expressions and gender identities. I will invite all members of the class to share your name and gender pronouns in use (e.g. she/her, he/him, they/them, ze/hir), if you so choose, and I expect all members of the course to use others' pronouns and names appropriately. If you prefer to be called a different name than what is indicated on the class roster, please let me know. To view or update your preferred first name that is on file with the university, log in to [My UNC Charlotte](#) > *Banner Self Service* > *Personal Information* > *View or Update Preferred First Name*. More information about UNC Charlotte's "Know Me Project" is available at: <https://registrar.uncc.edu/advising-resources/know-me-project>

College of Education Professional Dispositions Statement for Education Programs

Dispositions include the values, commitments, and ethics expected of professional educators at UNC Charlotte. Students will be evaluated throughout their academic and professional preparation on these dispositions. (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and-information>). Programs within the Cato College of Education lead to demanding professions that require students to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each student's career preparation and as such will be emphasized throughout this course and the program. ***This includes the appropriate use of electronic devices, including cell phones, during class time and in clinical field settings.*** Students are expected to exercise good judgment in cell phone and electronic device use.

Expectations for Classroom Interactions

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, Cato College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/up-409>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor. The Office of Disability Services website is <http://ds.uncc.edu>.

Title IX Reporting Obligations

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered Responsible Employees who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Online Student Course Evaluation Process and Confidentiality

Courses in the Cato College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations are administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process is secure and confidential. The technology used ensures anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 3 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

University Policy on Withdrawals (for undergraduate students only)

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If students are concerned about succeeding in the course, it is important to make an appointment to speak with the course instructor as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. Undergraduate students may receive a grade of W for no more than 16 credit hours over their academic careers. It is important for students to understand the financial and academic consequences that may result from course withdrawals. The UNC Charlotte Academy Policy on Withdrawals for Undergraduate students is available from the Office of the Provost or online at: <http://provost.uncc.edu/policies/withdrawal>