

**Remediation of Disabilities**

**15:293:527:01**

**Spring 2015**

3 credits

Thursday 4:50-7:30 GSE room 347

Instructor Name: Dr. Edith Ferris	Email address: edith.ferris@gse.rutgers.edu
Phone Number: 609-654-7429	10 Seminar Pl Rm _347__
Office Hours Tuesday & Thursday 3:30 – 4:30 or by appointment	Prerequisites or other limitations: 15:293:522
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Learning goals:**

State Core Teaching Standards are noted in parenthesis.

**Each course goal is linked to the New Jersey Core Teaching Standards found in parenthesis after each objective.**

**Upon completion of this course the participants will be able to:**

- 1. Establish individualized programming that is based on the scope and sequence of the regular classroom curriculum and aligned to state core content standards by differentiating instruction to meet individual student needs;**  
(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content)
- 2. Identify individual student needs through proper assessment;**  
(**Instructional Practice** – 6. Assessment)
- 3. Develop instructional strategies based on identified individual student needs;**  
(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 7. Planning Instruction & 8. Instructional Strategies)
- 4. Monitor individual student progress through data-managed instruction;**  
(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)
- 5. Design instruction that moves students through the appropriate “Stages of Learning;”**

(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)

6. **Use practices that create a balance between teacher-directed and learner-directed instruction to foster independent learning;**

(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)

7. **Use strategies and techniques to facilitate the social, emotional and behavioral functioning of exceptional students in various settings;**

(**The Learner and Learning** – 1. Learner Development, 2. Learning Differences & 3. Learning Environments, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)

8. **Interpret and incorporate information from assessment and instruction into Individual Education Plans (IEP) objectives or 504 plans.**

(**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Content** – 4. Content Knowledge & 5. Innovative Applications of Content, **Instructional Practice** – 6. Assessment, 7. Planning Instruction & 8. Instructional Strategies)

9. **Work confidently in inclusive settings with students, other professionals and para professionals, parents and administrators.**

(**Professional Responsibility** – 9. Reflection & Continuous Growth & 10. Collaboration)

#### **Course catalog description:**

This course will provide an in-depth analysis of instructional strategies for teaching diverse students in inclusive classrooms. It will focus on assessment, methods, materials, management procedures and adaptations of the classroom and educational process as aligned with the Danielson Framework for Teaching.

#### **Class materials/ Textbooks:**

Teaching Students with Learning Problems

Mercer, Mercer & Pullen

Eighth Edition, PEARSON - 2011

#### Internet sites:

1. Special Education Scenarios -

<http://www.danielsongroup.org/article.aspx?page=SpecialEd>

This site provides examples of implementation of the Danielson principals for special education students with examples that range from Unsatisfactory to Distinguished. This site has also been downloaded onto Sakai in Resources.

2. The state department of NJ – Achieve NJ – presents everything you need to know about Student Growth Objectives. (SGO Training Modules - How do I create a high quality SGO's? Option 2 –SGO guidebook – pg. 10 Setting Tiered SGO's) also (Documents & Resources – SGO's – Additional Resources – SGO Quality – Power Point) also SGOs – SGO Training Modules – Module 2 Assessment.  
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

### **Grading policy:**

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 5% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with learning disabilities” or “individuals who have cognitive delays” are preferred over adjectival constructions such as “learning disabled students.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students” or “students without learning disabilities” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (6<sup>th</sup> Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. If you are planning to teach students with disabilities (or any students) you must model mastery of the subjects you teach.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
- Papers will be graded within 14 days of their due date.

### **Assignments and Grading:**

1. Data Management	100 points
2. Differentiation/UDL	100 points
3. Informal Reading Inventory	25 points

4. Research Project	75 points
5. Technology Assignment	25 points
6. Strategy Use	50 points
7. Class participation (Given for specific class projects)	75 points

Total                    450 points

- Final Grades

A	90 – 100 points	C+	77 – 79 points
B+	87 – 89 points	C	70 – 76 points
B	80 – 86 points	F	below 70 points

Course assignments have been assigned a point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose 5% of the grade for each day they are late. Included in the class participation component is the score received on group assignments completed in class. Group work or class participation is based on assigned readings; as a result it is important that students keep up-to-date on their reading in order to be good group members. Because of the hands-on-approach attendance is imperative and missing more than two classes will result in repeating the course for credit. Therefore, 10 points will be deducted from the class work score for each absence. Students should notify the instructor by e-mail or in writing when they are absent.

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## Course Schedule\*

Week	Assignments & Readings
1/22	Course Introduction-background and history of Special education, laws, overview of disabilities
1/29	Assessing Students for Instruction & Differentiation & UDL <b>Sakai</b> – 1. <i>Acting on Data</i> – “ <i>what benefits come from using data</i> ” Highlighted area only 2. Similarities and Dif. – Differentiation & UDL 3. Differentiation and UDL Internet site 2 - Domains 1b & c Domain 4b
2/5 On-line	Assessing and teaching reading Chapters 7 & 8, <b>Sakai</b> – Standards Special ED Class will be online and you will receive an email with directions.
2/12	Reading continued, Assessing and teaching math Chapters 11 & 12, <b>Sakai</b> – 1. “Math Wars” 2. RTI math, 3. Teaching Secrets Math
2/19	Managing instruction and curriculum- Chapter 4 Differentiation - <b>Sakai</b> – all articles on differentiation
2/26	Grading, testing and alternative assessments Text- pages 110-114 Co-teaching – <b>Sakai</b> – Co-teaching Models
3/5 On-line	Teaching learning strategies content & study skills, motivation. Chapter 13 Co-operative learning & peer tutoring Text – pages 44-55, <b>Sakai</b> – Cooperative learning & race
3/12	Assessing and teaching spelling and written language, Chapters 9 & 10, <b>Whatworks Clearinghouse website – writing guide p. 6-42</b>
3/19	Spring Break
3/26	Behavior Chapter 5
4/2 On-line	Assessing and teaching language Chapter 6 Special Education Teacher Evaluations - <b>Sakai</b> – Evaluation of Special Education Teachers
4/9	Memory, motivation and strategies Chapter 13 IEP and 504 plan development and instructional programs and technology for students with disabilities and Response to Intervention, Text Page 6-10, Reading Sakai
4/16	Adapting activities for science, & social studies and teaching inclusive students with low incidence disabilities – autism, cognitive impairment, etc. <b>Sakai</b> - Autism Therapy
4/23	Teaching students with low incidence disabilities cont. and working with a classroom assistant, working with parents Text page 43-45, 105
4/30	Presentations

- The course schedule may be modified base on student interests and needs.