ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

Strategy Instruction and Transitions for Exceptional Students

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EEX 4261 |
| **Section #:** | 2969 |
| **Credit Hours:** | 3 Credit Hours |
| **Co-requisites:** |  |
| **Pre-requisites:** | Admission to: ESEDR-BS And (Prerequisite: EEX 3012 with a minimum grade of C and Prerequisite: EEX 3241 with a minimum grade of C and Pre or Corequisite: EEX 4221 with a minimum grade of C and Pre or Corequisite: EEX 4604 with a minimum grade of C) |

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| **Day, Time and Campus:** | Choose an item. | Enter Time | | Choose an item. |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted | | https://web.spcollege.edu/instructors/id/2481 | |
| **Office Location:** | St. Pete Gibbs | | TE 105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| The course addresses curriculum, high leverage practices and technologies available to teach students with exceptionalities. Course topics include problem solving the transitional needs of students with varying exceptionalities. (Note: This course includes a minimum of 10 school-based hours of experience with students with exceptionalities.) |

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**

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| 1. The student will explain effective teaching practices for students by:  a. Incorporating evidence-based strategies in critical thinking, executive functioning and metacognition into instructional practice.  b. Incorporating generalizable evidence-based strategies for instructional delivery in various settings and areas of content delivery.  c. Incorporating generalizable evidence-based strategies for written expression in various settings to meet the needs of an individual.  d. Selecting and describing evidence-based communication tools for the purposes of collaborating with a support network to meet the needs of students with exceptionalities in a classroom setting.  2. The student will analyze the process of career and post-secondary transitions for students with exceptionalities by:  a. Completing a career planning assessment for students with exceptionalities for the purposes of planning for secondary transition.  b. Selecting and justifying individualized post-secondary transition plans based on career planning assessment reports.  c. Selecting and justifying individualized strategies to support home, community and employment settings based on career planning assessment reports.  d. Selecting and describing evidence-based communication tools for the purposes of collaborating with a support network to meet the needs of students with exceptionalities in a classroom setting. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required: Bryant, Diane P., Bryant, Brian R. & Smith, Deborah D. (2019) Teaching Students With Special Needs in Inclusive Classrooms 2nd Edition. Sage Publications Inc. ISBN-13: 9781506394640  Hamayan, E., Marler, B., & Damico, J. (2013). Special Education Considerations for English Language Learners: Delivering a Continuum of Services, (2e). Caslon Publishing ISBN- 9781934000113 |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 10 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

**\*\*\* ESE majors it is recommended that school-based hours are completed in a 9-12 grade classroom with students with disabilities.**

1. **ALL Course Assignments**

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| **Assignments** | **AP** | **Points** | |
| **Introductions** |  | | 5 points |
| **Assignments (18X10 points)** |  | | 180 points |
| **High Leverage Practices** |  | | 10 points |
| **\*Communication Notebook** | **AP** | | 30 points |
| **\*Unique Skills Lesson Plan** | **AP** | | 30 points |
| **\*Transition Plan** | **AP** | | 30 points |
| **Total points** |  | | 305 points |

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| **MLOs** | **Assignments** |
| **1. The student will explain effective teaching practices for students by:**  a. Incorporating evidence-based strategies in critical thinking, executive functioning and metacognition into instructional practice.  b. Incorporating generalizable evidence-based strategies for instructional delivery in various settings and areas of content delivery.  c. Incorporating generalizable evidence-based strategies for written expression in various settings to meet the needs of an individual.  d. Selecting and describing evidence-based communication tools for the purposes of collaborating with a support network to meet the needs of students with exceptionalities in a classroom setting. | Module 1Quiz  Module 1Core Features of PBS  Module 2 Accommodations, Modification, Intervention Discussion  Module 2 Progress Monitoring: DIBELS  Module 2 Chapter 2 & 3 Bryant textbook  Module 3 Differentiated Instruction IRIS  Module 3 Choice Board  Module 4 High Leverage Practices  Module 6 Chapter 11 &12 Bryant textbook  Module 7 Chapter 13 Bryant textbook  Module 8 Curriculum File  Module 8 Chapter 14 Bryant textbook  Module 10 Two Sides Coin Reading Notes  Module 10 Technology Handout  Module 12 Communication Notebook  Module 13 Unique Skills Lesson Plan |
| **2. The student will analyze the process of career and post-secondary transitions for students with exceptionalities by:**  a. Completing a career planning assessment for students with exceptionalities for the purposes of planning for secondary transition.  b. Selecting and justifying individualized post-secondary transition plans based on career planning assessment reports.  c. Selecting and justifying individualized strategies to support home, community and employment settings based on career planning assessment reports.  d. Selecting and describing evidence-based communication tools for the purposes of collaborating with a support network to meet the needs of students with exceptionalities in a classroom setting. | Module 5 Parent MTSS/IEP  Module 9 Legal Rights of Parents & Current Topics in ESE  Module 10 Two Sides Coin Reading Notes  Module 10 Technology Handout  Module 11 Post-Secondary Overview of FL Programs  Module 11 ELL Reading  Module 12 Communication Notebook  Module 12 Secondary Transitions  Module 14 Transition Plan  Module 14 ELL Hamayan Chapter 12 Putting It All Together  Module 15 Parent Rights Jigsaw |

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| **Assignments: Overview—Adjunct Faculty: This is a guideline you may use or edit.** | | |
| **Online Activities and Discussion Boards**   * Differentiated Instruction IRIS module Assessment questions * Choice Board Activity * Accommodations, Modification, Intervention Discussion Board * Progress Monitoring: DIBELS Discussion Board * Parent MTSS/IEP Discussion Board * High school information Discussion Board * Legal Rights of Parents Discussion Board * Technology Supports: AT vs IT Video Examples handout * Post-Secondary Overview of Programs in Florida * Post-Secondary Transition IRIS module Assessment questions | MyCourses:  Throughout the term | points |
| **Assigned Readings**   * Teaching Students with Special Needs in Inclusive Classrooms (chapters 3, 11, 12, 13) * Special Education Considerations for English Language Learners: Delivering a Continuum of Services (chapters 11, 12) * Two Sides to the Same Coin- article | MyCourses:  Weekly | points  (chapters & articles) |
| **High Leverage Practices**  Paper due: Session 4  Research HLPs and complete a paper which provides an overview of the components and a more detailed discussion of one. | Dropbox:  Session 4 | points |
| **\*Communication Notebook**  The focus of this project is to select and describe evidence-based communication tools for the purposes of collaborating with a support network to meet the needs of students with exceptionalities in a classroom setting (i.e. parents, teachers, paraeducators) | Dropbox:  Project- Session 12 | points |
| **\*Unique Skills Lesson Plan**   1. Initial Draft: Session 6 2. Final Draft: Session 13 3. Video recording: Session 14   Develop a comprehensive thematic lesson plan to include a standard on self-regulation, written expression and mathematics (ACCESS points). The lesson plan should also include AT and/or IT (low or high tech) for students with significant disabilities (ASD, ID, SMD). This lesson plan should also include the independent, supported and participatory levels of student involvement. Video recording of teaching demonstration (no students included, but must teach to a small group of adults) | Dropbox: Initial | Initial Lesson Plan: points |
| Chalk and Wire: Final Lesson Plan | Final Lesson Plan: points |
| Dropbox: Video Recording (YouTube OR MP4) | Video Recording:  points |
| **\*Transition Plan**   1. Initial Transition Plan: Session 13 2. Final Transition Plan: Session 15   Complete a career planning assessment for students with exceptionalities. Using the information collected select and justify individualized post-secondary transition plans. The transition plan should include individualized strategies to support home, community and employment settings based on career planning assessment reports. | Dropbox: Initial Transition Plan | Initial Transition Plan:  points |
| Chalk and Wire: Final Transition Plan | Final Transition Plan:  points |
| **\*ROH**  Record of 10 hours of observation- placement demographics model for HS lesson plan ESE/TSL sections of the COE lesson plan template | Chalk and Wire:  Session 15 | 0 points |
| Total points |  |  |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

**C. Late Policy Assignment**

Assignment(s) due to AP are extended to 3 days beyond the due date but students will not receive a grade higher than a C. All other assignments are due on the due date, no exceptions.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE** Adjunct Faulty: This is a guideline you may use or edit, especially the due dates.

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Session** | **Topical Outline**  **\*Subject to change by instructor** | **Due This Session** |
| Getting Started  1/16 | -Review course syllabus  -Review all course assignments | Introductions: Due 1/16 |
| 1  **Models of ESE Instruction**  **1/23** | -Review all Models of ESE support  -Review Guide Notes for MTSS |  |
| 2  **ESE Content Delivery**  **1/30** | -Accommodations for FL Statewide Student Assessment  -FL State Accommodations  -ADAPT Lesson Plan  -Accommodations, Modifications and Interventions  -Progress Monitoring: DIBELS | -Accommodations, Modification, Intervention Discussion Due 1/30  -Progress Monitoring: DIBELS Due 1/30  -Chapter 2 & 3 Bryant textbook Due 1/30 |
| 3 **Differentiated Instruction**  **2/6** | -DI IRIS  -What is Special About Special Education  -Choice Boards | -Differentiated Instruction IRIS Due 2/6  -Choice Board Due 2/6 |
| 4  **High Leverage Practices**  **2/13** | -HLPs PowerPoint & Resources  -IRIS Center & CEEDAR | **\*Review requirements and start working on Communication Notebook due Session 12**  -High Leverage Practices Due 2/13 |
| 5 **Collaborating: Working with Professionals and Families**  **2/20** | -Guidelines for Successful Parent Involvement  -Parent MTSS FLDOE video  -How to Organize an IEP Binder (Parents/Teachers) | \***Review requirements & start working on Unique Skills Lesson Plan due Session 13**  -Parent MTSS/IEP Due 2/20 |
| 6  **Teaching Literacy**  **2/27** | -Read to Learn 2009 Progress  -SLD Eligibility  -Reading Writing and Spelling Students on a Modified Curriculum | **\*Review requirements & start working on Transition Plans due Session 14**  **-C**hapter 11 &12 Bryant textbook Due 2/27 |
| 7  **Teaching Mathematics**  **3/5** | -SLD- Math FL classification  -Mathematics Modified Curriculum | **-**Chapter 13 Bryant textbook Due 3/5 |
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| 8  **Facilitating Content-Area Instruction**  **3/19** | -ADAPT  -Content Area instruction on a Modified Curriculum | -Chapter 14 Bryant textbook Due 3/19  -Curriculum File Due 3/19 |
| 9  **Legal Rights of Parents**  **3/26** | -FL DOE Parental Rights Handbook  -Working Together: teacher Para educator Collaboration | **-**Legal Rights of Parents & Current Topics in ESE Due 3/26 |
| 10  **Technology Supports:**  **AT vs IT**  **4/2** | -Adapting Lessons for Technology Integration Guidelines  -AT- supporting curriculum and post-secondary transition  -SETT framework for collaboration in AT selection | **-**Two Sides Coin Reading Notes Due 4/2  -Technology Handout Due 4/2 |
| 11  **Post-Secondary Transition Overview**  **4/9** | -Community Agencies and Supports for Transitions  -Post-Secondary Transition IRIS Module- submit assessment questions | **-** ELL Reading Hamayan Chapter 10 Academic Achievement Due 4/9  -Post-Secondary Overview of FL Programs  Due 4/9 |
| 12  **Post-Secondary Transitions Assessment**  **4/16** | -Post-Secondary Transition Assessments  -Pinellas County Post-Secondary Transition Assessment with a High School Student with exceptional needs | \*\***Communication Notebook to AP Due 4/16**  - Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings  Due 4/16 |
| 13  **Post-Secondary Transitions Planning**  **4/23** | -Unique Skills Lesson Plan | \*\* **Submit Unique Skills Lesson Plan to**  **(1) Record of Hours AP link**  **and (2) to Unique Skills Lesson Plan AP link Due 4/23** |
| 14  **Post-Secondary Transitions Planning**  **4/30** | -A Day in the Life of a Special Education Teacher  -ESE Graduation Requirements  -ESE Diploma Options | **\*\* Transition Plan to AP Due 4/30**  - ELL Hamayan Chapter 12 Putting It All Together Due 4/30 |
| 15  **Post-Secondary Transitions**  **5/7** | -Parent Rights Handbook | **-** Parent Rights Jigsaw Due 5/7 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.

<https://spcollegeedu-my.sharepoint.com/:x:/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A?CID=218f204a-39c7-e54d-71a3-008da89ee49b>