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| **DATE** | **CLASS** | **Assigned Reading and Assignments**  **(Should be Done Prior to Class)** |
|  | **Module 5: Instructional Strategies** |  |
| 9-29 | Strategies for Teaching Students with Exceptionalities | *“Teaching in Today’s inclusive Classroom” Chapter 10, Gargulio, “Selecting Instructional Strategies for Teaching All Learners”* |
| 10-1 | Developing an Understanding of Mathematics in All Learners | **Garguilo Text, Chapter 14** |
| 10-6 | Teaching Critical Content in Science and Social Studies to All Learners | **Gargiulo Text, Chapter 15** |
| 10-8 | Writing IEP, Review | **Gain Access to Midterm** |
| 10-13 | Virtual Meeting in Ms. Allen’s Class  (Transferring, Technology, Communication Devices to teach Children with severe disabilities) | **Midterm Due BEFORE CLASS!** |
| 10-15 | Strategies for teaching all Learners  Which strategies work for which learners?  Developing solid evidence to back up teaching moves  Creating an Educational Theorist Graphic Organizer | **Gargiulo Text, Chapter 10**  **pp. 271-280**  **Homework Assignment- Response Paper re. SE class Virtual Visit** |
|  | **Module 6- Differentiation** |  |
| 10-15 | Differentiation Introduction  Discussion Two: “How Do We Actually Work Together?” | **Due: Educational Theorist Graphic Organizer**  **Differentiation in Practice**  **Pg. 1-39** |
| 10-20 | Let’s Watch Differentiation in Action!  Carol Tomlinson | **Differentiation in Practice,**  **Pg. 40-66**  **Atlas Case 207 Assignment** |
| 10-22 | Differentiation Strategies  Differentiation within a Lesson Plan  *Check in Regarding Collaboration* | **Differentiation in Practice,**  **Pg. 67-128**  **Focus on ONE of the units in the Differentiation in Practice text.** |
|  | **Module 7- Behavior** |  |
| 10-27 | Classroom Environment and Behavior Plans  Discussion Four: “What do I know Now?” | **FINAL IEP Due!**  **Selecting Behavioral Supports for All Learners”**  **Chapter 12, Gargulio**  **\*Beyond Discipline, Kohn (Chapter 1 and 5- provided on Moodle)** |
| 10-29 | Classroom Environment and Behavior Plans  Crisis Prevention | **\*Beyond Discipline, Kohn (Chapter 7- provided on Moodle)**  **\*Practical Guide to FBA (Moodle)**  **10 Tips for all Educators CPI** |
|  | **Module 8- Emergent Bilinguals** |  |
| 11-3 | Introduction to English Language **Learners**  Strategies | **Hill Text- Chapter 1-4** |
| 11-5 | Adapting Curriculum and Instruction | **Hill Text- 8, 9 & 10** |
|  | **Module 9- Technology** |  |
| 11-10 | Assistive Technologies and Learning Tools | **Garguilo Text- Chapter 12**  **Technology Assignment** |
| 11-12 | Technology Applications  Book Club | **Book Club for Chosen Book**  **Homework** |
|  | **Module 10- Families of Children with Exceptionalities** |  |
| 11-17 | Begin Discussing Classroom Environment and Behavior Plans  Parents/Families with Children with Exceptionalities | **Due: Case Study Project** |
| 11-19 | Parents/Families of Children with Special Needs  IEP regulations for Families  Class Wrap Up |  |
| Exam | Online  Take home Exam  Due December 4th by midnight |  |

**Technology Assignment-**

Students will record technologies they use related to coursework and Collaborative Teaching Project. This assignment will allow the students to evaluate the usefulness of technology used in the K-6 special education classroom. Student must include at least ten technologies. An evaluation tool will be available on Moodle. The assignment is due November 10th, by class time and is worth 50 points.

**Collaborative Teaching Project-**

Student pairs will be assigned a child with special needs in *a virtual public school or educational setting*. Typically, time spent in the special education classroom will equal no less than 2 hours per week. Of course, virtual time will be different but should be equivalent in time to 20 hours for the term.

The student pairs will each develop at least 5 co-taught & co-planned lessons, which build on each other. Students must write lesson plans, including assessment strategies and evaluation of each lesson taught in inclusive or resource room setting. The best setting is with a small group or whole group, targeting your child. All lesson plans must be pre-approved by cooperating teacher and college instructor (prior to the day taught). If students do not have the lessons approved prior to beginning the lesson, they will not be able to teach the lesson. All plans must include appropriate strategies, accommodations, activities for child. In addition, it must include specific state objectives and IEP objectives, description of lesson and expectations, and a variety of assessments (formative and summative).

Each pair will keep a typed journal on Google Docs, which should be shared with professor. These journal entries should be no more than 1 page typed, evaluating each time they work with their student. I will check these observation reports on Monday mornings. Please upload your journal to your Google doc prior to Monday. I will evaluate your journal and give you credit (we will discuss what you need to upload to get full credit! If they are not uploaded every Monday, you will not get credit for them.

Students will be responsible for an Effect on Student Learning Paper. This paper will address the growth of K-6 children the students have been working with. Using lesson plans, assessments, evidence from children’s work (worksheets, tests, anything).

If student receives lower than at “2” on portions of the assignments- IEP, Lesson Plan, or Effect on Student Learning Paper, he or she will have to resubmit that portion of the assignment.