ECI 571: Instructional Strategies for Students with Disabilities

In Workflow
1. 13ECI Grad Head (psztajn@ncsu.edu)
2. mmmartin (mmmartin@ncsu.edu)
3. CED CC Coordinator GR (mmmartin@ncsu.edu)
4. CED CC Meeting GR (mmmartin@ncsu.edu)
5. CED CC Chair GR (aaron_clark@ncsu.edu)
6. CED Final Review GR (mmmartin@ncsu.edu)
7. CED Dean GR (ellen_vasu@ncsu.edu)
8. ABGS Coordinator (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
9. ABGS Meeting (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
10. ABGS Chair (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
11. Grad Final Review (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
12. PeopleSoft (none)

Approval Path
1. Fri, 01 Apr 2016 22:51:03 GMT
   Paola Sztajn (psztajn): Approved for 13ECI Grad Head
2. Fri, 24 Jun 2016 17:29:57 GMT
   Mary Morris (mmmartin): Approved for mmmartin
3. Fri, 24 Jun 2016 17:37:01 GMT
   Mary Morris (mmmartin): Approved for CED CC Coordinator GR
   Mary Morris (mmmartin): Approved for CED CC Meeting GR
5. Fri, 24 Jun 2016 17:49:38 GMT
   Aaron Clark (aaron_clark): Approved for CED CC Chair GR
6. Thu, 30 Jun 2016 20:06:04 GMT
   Mary Morris (mmmartin): Approved for CED Final Review GR
7. Thu, 30 Jun 2016 20:23:58 GMT
   Ellen Vasu (ellen_vasu): Approved for CED Dean GR
8. Tue, 02 Aug 2016 17:13:01 GMT
   George Hodge (george_hodge): Approved for ABGS Coordinator
   Melissa Nosbisch (mlnosbis): Approved for ABGS Meeting

Date Submitted: Sat, 26 Mar 2016 12:31:37 GMT

Viewing: ECI 571 : Instructional Strategies for Students with Disabilities

Changes proposed by: ssosborn

Change Type
Major

Course Prefix
ECI (Curriculum and Instruction)

Course Number
571
Course ID
006672

Dual-Level Course
No

Cross-listed Course
No

Title
Instructional Strategies for Students with Disabilities

Abbreviated Title
Academic Methods for Spec Ed

College
College of Education

Academic Org Code
Curriculum, Instruction & Counselor (13ECI)

CIP Discipline Specialty Number
13.0301

CIP Discipline Specialty Title
Curriculum and Instruction.

Term Offering
Fall Only

Year Offering
Offered Every Year

Effective Date
Spring 2017

Previously taught as Special Topics?
No

Course Delivery
Distance Education (DELTA)
Online (Internet)

Grading Method
Graded/Audit

Credit Hours
3

Course Length
16 weeks
Contact Hours (Per Week)

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Course Is Repeatable for Credit
No

Instructor Name
Edward J. Sabornie, Ph.D.

Instructor Title
Professor

Grad Faculty Status
Full

DELTA/Online Enrollment:
Open when course_delivery = distance OR course_delivery = online OR course_delivery = remote

<table>
<thead>
<tr>
<th>Delivery Format</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEC</td>
<td>20</td>
<td>20</td>
<td>No</td>
<td>This is an online class that involves lecture via Mediasite and Collaborate as well as synchronous and asynchronous discussion, video clips. It also involves some field work, however, &quot;lecture&quot; appears to best capture course delivery.</td>
</tr>
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</table>

Course Prerequisites, Corequisites, and Restrictive Statement
Graduate status

Is the course required or an elective for a Curriculum?
Yes

Which Curricula are Affected?

<table>
<thead>
<tr>
<th>SIS Program Code</th>
<th>Program Title</th>
<th>Required or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>13ECI</td>
<td>Graduate Program in Special Education: MEd</td>
<td>Required</td>
</tr>
<tr>
<td>Graduate Certificate in Special Education</td>
<td>Proposed Graduate Certificate in Special Education</td>
<td>Required</td>
</tr>
<tr>
<td>13MAT</td>
<td>Graduate Program in Special Education: MAT</td>
<td>Required</td>
</tr>
</tbody>
</table>

Catalog Description
Methods and materials for teaching students with disabilities in elementary and secondary school. Focus on research-supported instructional strategies for teaching academic skills, Universal Design for Learning, implementation of appropriate academic interventions, and evaluation of instructional outcomes within the context of Response to Intervention and Multi-Tier Systems of Supports.

Justification for each revision:
Course title: The new title reflects the change in our Masters’ programs to combine three licensure areas (Intellectual Disabilities, Specific Learning Disabilities, and Emotional/Behavioral Disorders) under the State’s Special Education-General Curriculum license as schools in North Carolina adopted more cross-categorical programs for students with disabilities. Research indicates that methods originally developed for students with Specific Learning Disabilities are effective for students with other learning challenges and are widely used in cross-categorical settings.
Abbreviated Title: Wording for the abbreviated title was changed to align with the revised course title and the broader focus on special education.

Catalog description: The catalog description was edited to include greater emphasis on research-supported instructional techniques, implementation and evaluation of the outcomes of academic interventions, and activities and assignments designed to align with new North Carolina licensure requirements.

Emphasis on Multi-Tier System of Supports (MTSS): The course has always focused on research-supported approaches to developing and implementing academic interventions that are components of the MTSS model for delivering services. Using current academic language and focus on the MTSS model aligns the course with state and national Special Education priorities.

Does this course have a fee?

No

Consultation

Instructional Resources Statement
This course has been taught originally as face-to-face, but has evolved to a hybrid format and is being redeveloped (with assistance from a DELTA IDEA grant) for fully online delivery. No additional resources will be required to offer this class.

Course Objectives/Goals

Course objectives are to teach the following knowledge and skills within the context of MTSS

1. Evaluation of special education intervention research reported in peer-reviewed journals for classroom application to support the education of students with disabilities or at risk for academic failure. (LEADSERVE 2, 3, 5, 7, 9);

2. Identification of strengths and weaknesses of common instructional techniques for students with disabilities. (LEADSERVE 1, 2, 3, 5);

3. Identification of academic strengths and challenges for individual students, including students’ current levels of functioning. (LEADSERVE 3, 5, 6, 8, 9);

4. Examination of techniques implementing intervention, monitoring student performance and instructional effectiveness, and communicating results to students, parents, and other professionals. (LEADSERVE 2, 6, 7, 9);

5. Identification of resources available to support teachers in implementing effective instruction for students with disabilities. (LEADSERVE 1, 2, 3, 9).

Student Learning Outcomes

Students will:

1. Students will review and select research-based interventions for students in MTSS Tiers I and III. (Research to Practice/Lesson Plan), (LEADSERVE 2, 3, 5, 7, 9);

2. Translate educational research into practice by identifying instructional strategies supported in the research literature, translating them into classroom instructional procedures (Research to Practice/Lesson Plan), and evaluating instructional outcomes (LEADSERVE 1, 2, 3, 4, 5, 6, 9);

3. Analyze commercially available materials (Materials Review) in regard to use with students with disabilities that address their strengths and needs including task analysis, sequences of examples, practice opportunities, and test examples (LEADSERVE 1, 2, 3, 5, 9);

4. Demonstrate facility in evaluating and implementing examples of direct instruction (Instructional Video Project) (LEADSERVE 2, 3, 5, 9);

5. Describe the rationale for and give examples of teaching academic learning strategies to students with academic disabilities (LEADSERVE 1, 2, 3, 4, 5);

6. Implement appropriate academic interventions, monitor student performance using CBM procedures to evaluate and modify instruction as appropriate (CBM Semester Project and Presentation) and report project results (LEADSERVE 2, 3, 5, 6, 8, 9).

Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment</td>
<td>15</td>
<td>Proposal for the semester-long intervention project (Curriculum-Based Measurement)</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>35</td>
<td>Evaluation of commercially available curriculum materials developed to teach reading or math content to students with disabilities based on extensive research compiled by the Institute of Educational Studies</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>25</td>
<td>Development of a lesson plan designed to address specific academic challenge of a student with disabilities incorporating research-supported instructional methods. Lesson plan must be developed from an intervention research or research-to-practice article appearing in a peer-reviewed journal.</td>
</tr>
<tr>
<td>Project</td>
<td>70</td>
<td>Written report of semester-long intervention project designed to address and improve identified academic needs of an individual with a high incidence disability, implementing curriculum-based measurement (CBM), following educational journal format (APA).</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>This assignment incorporates a video of a 10-minute instructional segment (from the project intervention) which will be shared with a small working group of students who will view and discuss the video. The student will submit the video to me along with a self-evaluation of the instructional video. I am currently working with DELTA and universal council to ensure that we meet FERPA standards for protection.)</td>
</tr>
<tr>
<td>Presentation</td>
<td>15</td>
<td>On line presentation of the CBM project, including statement of the academic problem, description of the intervention, outcomes, and reflection. (Recording of oral presentation and poster)</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Participation in introduction and in virtual discussions, project update forums throughout the semester.</td>
</tr>
</tbody>
</table>

### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of course focusing on course requirements</td>
<td>Week 1</td>
<td>Review of syllabus and website, library tools, university resources. Forum: Student introductions Website review and checklist</td>
</tr>
<tr>
<td>Multi-Tier System of Support (MTSS)</td>
<td>Week 2</td>
<td>Readings on history of MTSS model, critical elements for implementation, elements of research-supported instructional models, North Carolina training and implementation; view video on NC implementation of MTSS.</td>
</tr>
<tr>
<td>Research Supported Elements of Effective Instruction</td>
<td>Week 3</td>
<td>Readings: research on direct explicit instruction in foundation skills; research on effective instructional strategies Complete IRIS Modules I and II on Evidence Based Practice (EDP). Participate in small-group, student-led discussion of EDP and school-based experience. Review commercial educational materials and submit review.</td>
</tr>
<tr>
<td>Course</td>
<td>Weeks</td>
<td>Activities</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum Based Measurement (CBM)</td>
<td>Weeks 4 &amp; 5</td>
<td>Complete assigned readings; participate in synchronous lecture/discussion of CBM, its role in MTSS, application in edTPA; explicit guidelines for completing signature course intervention project. Identify participant for project, target instructional goal, complete IRIS Modules I and II on Classroom Assessment; participate in individual online consultation with instructor regarding intervention plan. Submit CBM project proposal.</td>
</tr>
<tr>
<td>Strategies for Foundations of Reading</td>
<td>Weeks 6 &amp; 7</td>
<td>Readings: National Reading Panel Report on beginning reading; Reading Intervention Research on phonemic awareness, phonics, word study and building reading fluency; view video clips from Reading Rockets. Report on CBM project progress on Project Update Forum</td>
</tr>
<tr>
<td>Strategies for Reading Comprehension</td>
<td>Weeks 8 &amp; 9</td>
<td>Reading research articles on reading comprehension and classroom strategies; view teaching videos on reading comprehension strategies (readingrockets.org); complete IRIS modules on Peer Assisted Learning and Teaching Vocabulary and Comprehension. Report on CBM project progress on Project Update Forum. Submit lesson plan assignment.</td>
</tr>
<tr>
<td>Strategies for Written Expression</td>
<td>Week 10</td>
<td>Complete readings; listen to podcast by Dr. Steve Graham; Complete IRIS Module on Written Expression; participate in Written Expression forum on effective classroom strategies.</td>
</tr>
<tr>
<td>Video lesson</td>
<td>Week 11</td>
<td>Complete instruction video; participate in peer review of videos; and submit video and reflection.</td>
</tr>
<tr>
<td>Foundations of Arithmetic and Mathematics</td>
<td>Week 12</td>
<td>Complete readings; complete IRIS module High-Quality Mathematics Instruction: What teachers should know. View strategy video: How to Teach Math as Social Activity.</td>
</tr>
<tr>
<td>Multiplication, Fractions, Percent &amp; Proportional Reasoning</td>
<td>Week 13</td>
<td>Complete Readings; Review NC Mathematics Standards; Complete IRIS Model: RTI for Mathematics; Participate in Project Update Forum.</td>
</tr>
<tr>
<td>Pre-Algebra and Algebra Concepts</td>
<td>Week 14</td>
<td>Complete Readings; View video Algebra Team: Teacher Collaboration Complete case study algebra (Part 1) Applying Learning Strategies to Beginning Algebra (IRIS Module).</td>
</tr>
<tr>
<td>Final Project Due</td>
<td>Week 16</td>
<td>Complete and submit CBM Project Post your poster overview of your project along with your 5-minute oral presentation on the forum for your working group.</td>
</tr>
</tbody>
</table>
Additional Documentation

Additional Comments

minosbis 8/2/2016: No overlapping courses. No consultation required.

ghodge 8/2/2016 Ready for ABGS reviewers, but add the generic statement #14 from the syllabus checklist to the syllabus. Syllabus has been updated.

ABGS Reviewer Comments:
-No comments.

Course Reviewer Comments

psztajn (Thu, 25 Feb 2016 13:05:06 GMT): Rollback: Susan, Like the other three courses in the certificate that were just approved, can you change the maximum enrollment to 20 students? Contact me and I will be glad to discuss the reasons.

mmmartin (Tue, 15 Mar 2016 18:09:43 GMT): GSC rollback to Susan Osborne to edit syllabus. Special Note CED Department name change to Teacher Education and Learning Sciences (TELS).

mmmartin (Tue, 15 Mar 2016 18:10:39 GMT): Rollback: See notes at the bottom of CIM about updating the syllabus.

Key: 1963