



SECONDARY METHODS
SPED 563.01W
COURSE SYLLABUS: SPRING 2019 ONLINE

INSTRUCTOR INFORMATION

Instructor: Dr. Beth Ashby Jones

Office: Henderson 228

Telephone: (903) 886-5940

Fax: (903) 886-5510

Email: Beth.Jones@tamuc.edu (preferred method of contact)

Office Hours: by appointment; Please do not hesitate to contact me, preferably through e-mail, if an appointment is needed.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Text: There is no required text, as course content will be taken from articles; however, this series is highly recommended and will need to be utilized for your lesson planning assignment:

The Strategic Instruction Model

<https://sim.drupal.ku.edu/content-enhancement-routines>

Course Description

Course Description:

SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

Course Objectives:

Essential Skills

- Familiarity with TEKS as they relate to assessment, IEP development, and curriculum/intervention methods
- Developing data based goals on IEP's; writing measurable goals

The syllabus/schedule are subject to change.

- Knowledge/application of effective reading, writing, and math instructional methods

Texas EC-12 Special Education Competencies

1. Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
2. Competency 002: Understanding of formal and informal assessment procedures and how to evaluate student competencies to make instructional decisions.
3. Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
4. Competency 007: The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
5. Competency 008: The special education teacher promotes students' performance in English, language arts, and reading.
6. Competency 009: The special education teacher promotes students' performance in mathematics.

Texas EC-12 Educational Diagnostician Competencies

1. Competency 003: Understand and apply knowledge of program planning and instructional decision-making
2. Competency 004: selects, administers, and interprets informal assessments and evaluations.
3. Competency 006: Knows and understands appropriate curricula and instructional strategies for students with disabilities.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

Instructional Methods

This course will be facilitated using D2L, the learning management system used by Texas A&M University-Commerce. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

Student Responsibilities or Tips for Success in the Course

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to

The syllabus/schedule are subject to change.

three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

CLASS REQUIREMENTS AND GRADING:

Case Study: This assignment will consist of assessing a secondary school-aged student in reading/language arts and mathematics (2 assessments for each area and results of each should be turned in), determining strengths and weaknesses, developing an individual instruction plan based on TEKS, and a plan for implementation. A parent permission form and a template to use for developing the IEP will be available in D2L. **This assignment will be submitted to the assignment submission folder entitled, "Case Study".**

TEKS Comparison Questions: Each student will answer a list of questions related to the TEKS at each grade level in preparation for the reading and math lectures in part two of the course. **The questions will be posted in D2L and will be submitted to the submission folder entitled "TEKS Comparison Questions".**

Evidence-Based Practices Search:

- 1) Each enrolled student will develop an annotated bibliography containing 10 scholarly journal articles (5 for reading/writing and 5 for math) with suggestions for improving reading/writing and math instruction at the secondary level. These could be articles that summarize how to use a particular strategy or present concrete data on the effectiveness of interventions. There is a link to an example of how to format your annotated bibliography provided in Webliography. **Articles need to be from refereed journals, not just items found on Google.**

Suggested journals include:

Intervention in School and Clinic
Teaching Exceptional Children
LD Forum

Learning Disabilities Quarterly
Preventing School Failure
Exceptional Children

- 2) From your annotated bibliography, select one "reading" article and one "math" article to post in the discussion thread.

This assignment will be submitted to a discussion thread in D2L, so that you may have the benefit of seeing your classmates' findings.

Microteaching: Each student will choose a routine from the Strategic Instruction Model. (especially the routines found listed under 'Concepts' and 'Explaining'; <https://sim.drupal.ku.edu/content-enhancement-routines>) or one of the SRSD Strategies to implement.

Each student will then complete the lesson plan template (provided) and deliver the lesson to a group of students (secondary school age or class peers) while videotaping (without stopping-should be one fluid lesson). The lesson should be no more than 20 minutes in length. A lesson plan template and microteaching evaluation rubric will be posted in E-College. **If you include students on the**

The syllabus/schedule are subject to change.

video, make sure to have parent permission to video and submit that with your assignment. Otherwise, do not show their faces on the video.

Individual ISD's in which you work should have video equipment you can use, if you do not. Upload the video to YouTube or Vimeo (<http://vimeo.com/>) and post the link it gives you to the **discussion thread in D2L**. Note that the file size needs to be smaller than 500 mb to upload to Vimeo correctly (I have been assured by technology services that this will be perfectly doable with a 20 minute lesson)

The completed lesson plan template will need to be posted to the **assignment submission folder in D2L** on the assigned due date. Students will then complete a self-evaluation of their lesson while viewing it (**also submitted to the assignment submission folder**). Students will also conduct evaluations of classmates' lessons (using the tally sheet) and **post it to the discussion thread also**).

Class Discussions and Participation: Professional behavior includes being punctual and attending ALL online class sessions. Activities and discussions will be utilized to promote understanding and application of course content.

Grading:		Grade Distribution:	
Case Study	100 points	90-100%	A
Evidence-Based Practices Search	50 points	80-89%	B
TEKS Comparison Questions	50 points	70-79%	C
Microteaching	100 points	60-69%	D
Discussions	100 points	59 or lower	F
Total possible points	400 points		

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive

The syllabus/schedule are subject to change.

support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not

The syllabus/schedule are subject to change.

Device	Operating System	Browser	Supported Browser Version(s)
			iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

The syllabus/schedule are subject to change.

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

The syllabus/schedule are subject to change.

Interaction with Instructor Statement

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- All assignments/discussions must be turned in on the assigned due date. ***Unexcused assignments turned in after the due date will be returned ungraded.***
 - **A note about timeliness:** it is highly advised that you **DO NOT** wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will **NOT** get credit for the assignment. you need to plan ahead for questions/completion of assignments.
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in the D2L by simply cutting and pasting. Always attach your assignments as their own file.**
- **Written Assignments.** Written assignments **MUST** be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such

The syllabus/schedule are subject to change.

stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).

- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

A Note About the Virtual Office: The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your class.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

The syllabus/schedule are subject to change.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The syllabus/schedule are subject to change.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR (next page)

The syllabus/schedule are subject to change.

Tentative Course Schedule

Section	Topics	Assignments
<p>Section 1 Planning for Instruction</p> <p>Jan. 14- Feb. 8</p>	<p>Overview of Syllabus and Course Requirements</p> <p>Exploring the Literature on General Strategy Development</p> <p>Consult the overview of SRSD/Watch the videos at: http://www.thinksrsd.com/self-regulated-strategy-development/</p> <p>https://teachingstrategies662.weebly.com/uploads/1/9/1/0/19108867/usingself-regulatedstrategydev_article.pdf</p> <p>SIM: http://sim.kucl.org/products</p>	<p>Getting to Know You Discussion Due by 1/20</p> <p>Read the articles/review websites listed under ‘Topics’ and read articles in DocSharing for Section One</p> <p>Complete Discussions by 2/3—</p> <ul style="list-style-type: none"> • Complete the IRIS Module on SRSD and submit assessment questions to the discussion thread • Select SIM Routine/Content Enhancement Series or SRSD Method to use for Microteaching
<p>Section 2 Skill Assessment and Instruction</p> <p>Feb. 11- Apr. 5</p>	<p>Reading, Writing, and Math Instruction</p> <p>STOP and DARE Strategies: http://olms.cte.jhu.edu/olms2/data/ck/sites/1943/files/STOP%20and%20DARE%20Lesson%20Plan.pdf</p> <p>POW + TREE Strategy: http://www.e1b.org/LinkClick.aspx?fileticket=d2DMHyk000Q%3D&tabid=3094</p>	<p>Read the articles listed under ‘Topics’ and in DocSharing for Section Two</p> <p>Compete Discussion by 3/10—</p> <ul style="list-style-type: none"> • Choose one of the math articles AND one reading article in DocSharing and provide your summary and response to each/strategy you will use.

The syllabus/schedule are subject to change.

		<ul style="list-style-type: none"> Analyzing sample data/IEP discussion <p>TEKS Questions Due to DropBox by 3/17</p> <p>Case Study Due (Permission and IEP format posted in DocSharing) by 3/31</p>
<p>Section 3 Content Courses and Behavior</p> <p>Apr. 8-May 10</p>	<p>Social Studies and Science Instruction</p> <p>Supporting Behavior</p> <p>Wrap-Up</p>	<p>Read the articles posted in DocSharing for Section Three</p> <p>Evidence Based Practices Literature Search by 4/14</p> <p>Complete Discussion by 4/22—</p> <ul style="list-style-type: none"> Pick your favorite article you found in your Evidence Based Practices Search and Post Citation and Summary Choose one of the science/social studies articles AND one behavior article in DocSharing and provide your summary and response to each/strategy you will use. Learning Strategies Flip Grid <p>Microteaching and Self-Evaluation Due 4/28</p>

The syllabus/schedule are subject to change.

		Peer evaluations of Microteaching Due 5/5
--	--	--

The syllabus/schedule are subject to change.