

# SYLLABUS

**DATE:** Spring 2008  
**COURSE NUMBER AND TITLE:** SE 407.01  
Adaptive Teaching 6-12  
**CREDIT HOURS:** 2  
**INSTRUCTOR:** Becky Wagner  
**CONTACT INFORMATION:** Office: 300A Spalding Hall  
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## **RECOMMENDED TEXTBOOK:**

Wood, J. *Adapting Instruction for Mainstreamed and At-Risk Students*  
New York: Merrill.

## **OTHER RESOURCES:**

Individualized Education Plans from Idaho Department of Education  
Resources from World Wide Web

## **PURPOSE:**

This component of the secondary internship emphasizes individualized planning, student motivation, alternative learning environments, and adaptive instruction. Teacher education students will extend their current knowledge and acquire new skills in planning, implementing, and evaluating instruction for the purpose of meeting individual student needs. Competencies will be demonstrated during actual experiences in the public schools.

## **PERFORMANCE OBJECTIVES:**

*The student will demonstrate the following skills:*

1. Access information on various cognitive, physical, cultural, social, and emotional conditions of exceptional individuals. (15)
2. Gather background information regarding academic, medical, and family history. (27)
3. Interpret formal and informal assessment instruments and procedures. (29)

4. Use performance data and teacher/student/parent input to make or suggest appropriate modifications in learning environments. (31)
5. Evaluate the results of instruction. (34)
6. Evaluate readiness for integration into various program placements. (35)
7. Prepare appropriate lesson plans. (47)
8. Select, adapt, and use instructional strategies and materials according to characteristics of learner. (50)
9. Sequence, implement, and evaluate individual student learning objectives. (51)
10. Conduct self-evaluation of instruction. (59)
11. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings. (64)
12. Prepare and organize materials in order to implement daily lesson plans. (65)
13. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom. (68)
14. Demonstrate a variety of effective management techniques appropriate to the needs of exceptional individuals. (77)
15. Implement the least intensive intervention consistent with the needs of the exceptional individual. (78)
16. Identify realistic expectations for personal and social behavior in various settings. (80)
17. Use effective teaching procedures in social skills instruction. (82)
18. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem. (83)
19. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. (67)
20. Create a safe, positive, and supportive learning environment in which diversities are valued. (63)
21. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors. (79)
22. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments. (95)

Performance objectives are from the *CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education teachers*. In addition,

the student will seek to develop the six roles which embody the Education Division's philosophy - knowledgeable decision-maker (KD), effective communicator (EC), positive motivator (PM), reflective practitioner (RP), critical consumer (CC), and collaborative professional (CP).

**METHODS OF INSTRUCTION:**

The instructor will introduce a number of methods of instruction including but not limited to:

|                         |                         |
|-------------------------|-------------------------|
| Lecture/discussion      | Individualized planning |
| Small group interaction | Materials development   |
| Projects                | Presentations           |

**METHODS OF EVALUATION:**

The instructor will utilize the following for the purpose of competency evaluation:

|                                       | <u>Points</u> | <u>Objectives</u> |
|---------------------------------------|---------------|-------------------|
| File Review Project                   | 200           | 1-6               |
| Adaptive Teaching Project             | 400           | 7-12              |
| Student Motivation Project            | 200           | 13-18             |
| Class Participation<br>And Attendance | 200           | 1-22              |

**SCHOLASTIC HONESTY**

All students are expected to adhere to scholastic honesty standards of LCSC. Infractions of scholastic honesty (e.g., plagiarism, cheating on exams, submitting work completed by others, etc.) will result in appropriate actions ranging from a failing grade for the course to academic suspension.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need other special arrangements, please contact me at the beginning of the semester or as soon as possible.