Title (SE 431)
Course Syllabus
Adaptive Teaching II
Fall 2011
Lewis-Clark State College, Division of Education, Lewiston, Idaho

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<tr>
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Required Text
PIES Booklet and Bound copy of selected materials. Price TBA in class

Recommended Text

School and Program Goals
The Lewis-Clark State College Teacher Education Program seeks to prepare caring professionals who teach for understanding in communities of learning. Within this framework, each teacher candidate demonstrates fundamental elements of knowledge, skill, and dedication. Use of technology and the respect for and valuing of diversity are integrated themes. The faculty assumes that teaching is a profession that requires a high level of expertise. In order to ensure the continuous intellectual, social, and physical development of the learner, the qualified teacher candidate performs a variety of roles. In serving these roles, teacher candidates demonstrate knowledge, skills, and dispositions related to seven main areas of professional competence. Successful teachers consistently exhibit:
- Appropriate conduct as a professional,
- Knowledge of the foundations of the profession,
- Expertise in all subjects taught,
- Skills as an educational designer,
- Skills as an educational facilitator,
- Skills as an educational evaluator, and
- Capacity for reflective practice.

Course Description as Stated in the Catalog
Approaches to adapting curriculum, instruction, and assessments for students with learning differences or disabilities. Emphasizes standards of practices related to disabilities and adaptive behavioral instruction.
Prerequisite: Admission to the Teacher Education Program.

Purpose of the Course
This performance-based course (1 credit hour) continues the emphasis on individualized planning, student motivation, alternative learning environments, and adaptive instruction. Teacher education students will apply knowledge and refine skills in planning, implementing, and evaluating instruction for the purpose of meeting individual student needs. Performance goals and objectives will be demonstrated during actual internship experiences in the public schools.
Knowledge Base
Special education derives from multiple psychological and educational fields of study. Federal and state laws and regulations, as well as the Council for Exceptional Children and INTASC, provide an outline of subjects and issues. Supporting information for this course is drawn from numerous resources.

Course Objectives and Performance Goals
After participating in this course, students will be able to:
1. Access information on various cognitive, physical, cultural, social, and emotional conditions of exceptional individuals.
2. Gather background information regarding academic, medical, and family history.
3. Interpret formal and informal assessment instruments and procedures. Use student performance data and teacher/student/parent input to make or suggest appropriate modifications in learning environments.
4. Evaluate readiness for functional integration into various program placements and identify realistic expectations for personal and social behavior in various settings.
5. Select, adapt, and use instruction strategies, materials, and technology according to the characteristics of diverse learners.
6. Prepare appropriate lesson plans and organize “materials in order to implement daily plans. Evaluate the results of instruction.
7. Sequence, implement, and evaluate individual student learning objectives utilizing the least intensive intervention consistent with the needs of the exceptional individual.
8. Design, structure, and manage daily classroom routines utilizing a variety of effective management techniques appropriate to the needs of exceptional individuals.
9. Create a safe, positive, and supportive learning environment that encourages active participation.
10. Collaborate with school and community personnel to integrate diverse students into various learning environments that will promote student self-awareness, self-control, self-reliance, and self-esteem.

Course Objectives and Performance Goals are from the CEC Common Core of Knowledge.

Professional Standards
The qualified teacher will demonstrate knowledge, skills, and dispositions related to:

The Dedicated Professional
The teacher respects the privacy of students and confidentiality of information. [LCSC A.3.c]
The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence.” [LCSC A.3.e]
The teacher is willing to work with other professionals to improve the overall learning environment for students. [LCSC A.4.b]
Professional Commitment and Responsibility [Idaho Foundation Standards for SPED teachers, Principle 9]
The teacher involves the student and family in setting instructional goals and charting progress. [Idaho Foundation Standards for SPED teachers, Principle 10: Performance 2]
The teacher collaborates and consults with the student, the family, and peers. [Idaho Foundation Standards for SPED teachers, Principle 10: Performance 5]

The Knowledgeable Professional
The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. [LCSC B.1.d]
The teacher understands how factors in the students’ environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students’ life and learning. [LCSC B.1.g]
The teacher knows how to help people work productively and cooperatively with each other in complex social settings. [LCSC B.2.b]
Knowledge of Human Development and Learning [Idaho Foundation Standards for SPED teachers, Principle 2]
The Subject Matter Authority

The teacher can relate his/her disciplinary knowledge to other subject areas. [LCSC C.1.g]
The teacher is committed to continuous learning and engages in professional discourse about subject
matter knowledge and children’s learning of the discipline. [LCSC C.2.b]
The teacher demonstrates the application of theories and educational models in special education practice.
[Idaho Foundation Standards for SPED teachers, Principle 1: Performance 2]
The teacher understands the skills necessary for academic success (e.g., organization, study skills, test
taking, listening, and communication. [Idaho Standards for Special Education Generalists, Principle 1: Knowledge 3]

The Educational Designer

The teacher creates short-range and long-term plans that are linked to student needs and performance, and
adapts the plans to ensure and capitalize on student progress and motivation. [LCSC D.1.i]
The teacher creates a learning community in which individual differences are respected. [LCSC D.1.n]
The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to
provide active and equitable engagement of students in productive tasks. [LCSC D.2.d]
The teacher creates lessons and activities that operate at multiple levels to meet the developmental and
individual needs of diverse learners and help each progress. [LCSC D.3.a]
The teacher recognizes the importance of the development of self-determination and self-advocacy skills
for students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 7: Disposition 1]
The teacher integrates affective social and career/vocational skills with academic curricula. [Idaho
Foundation Standards for SPED teachers, Principle 7: Performance 5]
The teacher appreciates the strengths and skills of each student and the student’s relationships within the
family, school, and community. [Idaho Foundation Standards for SPED teachers, Principle 3: Disposition 1]
The teacher appreciates the individual development of students with various disabilities and the effect
these disabilities have on their lives. [Idaho Foundation Standards for SPED teachers, Principle 3: Disposition 2]
The teacher individualizes expectations and supports for a student’s personal and social behavior in
various settings. [Idaho Foundation Standards for SPED teachers, Principle 3: Performance 2]
The teacher understands the developmental nature of social skills needed for participation in community
and educational environments. [Idaho Foundation Standards for SPED teachers, Principle 4: Knowledge 1]
The teacher advocates for and models the use of appropriate social skills. [Idaho Foundation Standards
for SPED teachers, Principle 4: Performance 1]
The teacher designs and implements positive behavior intervention strategies and plans that are
appropriate to the needs of the individual student. [Idaho Foundation Standards for SPED teachers,
Principle 4: Performance 3]
The teacher designs, implements, and evaluates instructional programs that enhance a student’s social
participation in the family, the school, and community activities. [Idaho Standards for Special Education
Generalists, Principle 4: Performance 1]

The Educational Facilitator

The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for
example, encouraging discussion, listening and responding to group interaction, and eliciting samples of
student thinking orally and in writing. [LCSC E.1.h]
The teacher acts as an advocate for students. [LCSC E.4.k]
The teacher understands applied behavioral analysis and ethical considerations inherent in behavior
management. [Idaho Foundation Standards for SPED teachers, Principle 5: Knowledge 2]
The teacher understands the social skills needed for educational and functional living environments and
effective instruction in the development of social skills. [Idaho Foundation Standards for SPED teachers,
Principle 5: Knowledge 3]
The teacher understands that students with disabilities may require specifically designed strategies for
motivation and instruction in socially appropriate behaviors and self-control. [Idaho Foundation
Standards for SPED teachers, Principle 5: Knowledge 5]
The teacher knows a variety of strategies and environmental designs that facilitate a positive social and
behavioral climate. [Idaho Foundation Standards for SPED teachers, Principle 5: Knowledge 6]
The teacher modifies the learning environment (schedule and physical arrangement) to prevent inappropriate behaviors and enhance appropriate behaviors. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 1]

The teacher creates an environment that encourages self-advocacy and increased independence. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 5]

The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 6]

The teacher implements the least intensive intervention consistent with the needs of students with disabilities. [Idaho Foundation Standards for SPED teachers, Principle 5: Performance 7]

The teacher knows theories of behavior problems concerning individuals with disabilities, including self-stimulation and abuse. [Idaho Standards for Special Education Generalists, Principle 5: Knowledge 1]

The teacher develops and implements a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcements. [Idaho Standards for Special Education Generalists, Principle 5: Performance 1]

**The Educational Evaluator**

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies. [LCSC F.1.g]

The teacher knows when and how to adjust plans based on student responses and other contingencies. [LCSC F.3.a]

The teacher gathers background information regarding academic, medical, and family history. [Idaho Foundation Standards for SPED teachers, Principle 8: Performance 2]

**The Reflective Professional**

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. [LCSC G.1.g]

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. [LCSC G.1.h]

**Mode/Style of Instruction**

The instructor and class members will focus on:

- lecture/discussion
- small group interaction
- presentations
- videotapes
- individual projects
- case studies

**Methods of Evaluation**

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

- Student Behavior Motivation Project 400 points
- Unit Adaptations (individual) 400 points
- Total Point Count 800 points

Your course grade will be based on points earned within the LCSC grading scale.

**Consumer Information**

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/studentconsumerinformation/](http://www.lcsc.edu/studentconsumerinformation/)

**Disability Accommodations**

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center.
immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

**Accidents/Student Insurance**

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

**Illegal File Sharing**

Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page (http://www.lcsc.edu/studentservices/).

**Diversity Vision Statement**

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.  
http://www.lcsc.edu/culturaldiversity/