The Course Organizer

THIS COURSE, ED 3230 Special Education Methods

is about teaching pupils with disabilities in ways supported by research, including a) direct instruction as a general approach useful for teaching any subject and b) a variety of specific methods useful for diagnosing and remediating skills in literacy and mathematics.

COURSE QUESTIONS

1. What methods should we be using to help students with disabilities learn?
2. What is direct instruction and how do we use it with students with disabilities?
3. How do we motivate students with disabilities to stay with us during a lesson?
4. How do we know which skills we ought to be remediating for students with disabilities?
5. What are basic skills in reading and how should we remediate them for students with disabilities?
6. What are basic skills in writing and how should we remediate them for students with disabilities?
7. What are basic skills in math and how should we remediate them for students with disabilities?

COURSE STANDARDS*

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>MEASURES</th>
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<tbody>
<tr>
<td>understanding of and ability to plan and use direct instruction</td>
<td>• test items</td>
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<tr>
<td>using the QRI</td>
<td>• Special Education Lesson Plan Rubric</td>
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<tr>
<td>using CBA</td>
<td>• test items</td>
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<tr>
<td>teaching specific skills in literacy and math</td>
<td>• application in fieldwork</td>
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<tr>
<td>professionalism</td>
<td>• Field Class Observation Score Sheet</td>
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<td>• test items</td>
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<td>• Professional Dispositions Rubric</td>
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*See course syllabus for details.
This course: ED 323 Special Education Methods

Student:

COMMUNITY PRINCIPLES
- being respectful
- being responsible
- discussing openly and accepting/giving constructive criticism
- being professional

includes

CRITICAL CONCEPTS
- mandated vs. effective special education
- direct instruction
- scheduled learning vs. mastery learning
- basic skills vs. content areas

- targeting skills
- diagnosing vs. testing
- reading levels
- informal reading inventory

LEARNING RITUALS
- active listening and note-taking
- reading the text
- reading self-selected materials
- practice activities
- unit organizers

learned in these UNITS

mandated vs. effective special education targeting skills curriculum based assessment
direct instruction diagnosing vs. testing research based methods
scheduled learning vs. mastery learning reading levels
basic skills vs. content areas informal reading inventory