COURSE DESCRIPTION
This course will provide continued practice in concepts and skills developed in ED 5280 and will supplement them with research-based instructional practices in metacognitive strategy training in literacy and math. Research-based methods of cooperative learning will also be addressed. Students will learn to apply decision rules for instructional decision making. Modifications and accommodations that allow for differentiation will be addressed, as well as use of adaptive and instructional technology. A minimum of 10 hours of fieldwork is required. Students must earn a grade of at least B in this course to be eligible for ED 5052, ED 5465, and ED 5466. (MSMC Graduate Catalog 2004-2006, p. 70)

Prerequisites: ED 5001 or its equivalent, a grade of at least B in ED 5042 AND ED 5921 or ED 5251 or its equivalent AND ED 5280.

REQUIRED TEXTS
Hughes, C.A., Schumaker, J.B., & Deshler, D.D. (2005). *The essay test-taking strategy*. Lawrence, KS: Edge Enterprises. (N.B. This text will be available only through the instructors. We will discuss this in class.)

COURSE OUTCOMES
The student will demonstrate the ability to

1. understand the nature of strategy instruction and recognize learning deficits which call for it. (INTASC 3)

2. tailor ED 5280 lesson plans for strategy instruction. (INTASC 3, 4, 5)

3. select and use appropriate curriculum-based assessments to determine pupil needs in literacy, including reading comprehension of narrative and expository text and written expression. (INTASC 8)

4. select and use appropriate methods to remediate skills in reading comprehension for narrative and expository texts. (INTASC 4,7)

5. select and use appropriate methods to remediate skills in vocabulary development

6. select and use class participation and study skills, including but not limited to use of self-monitoring and mnemonics. (INTASC 4,7)

7. select and use appropriate methods to remediate skills in written expression, including methods of teaching a) handwriting and spelling; b) sentence writing; and c) the writing process, including the use of technological aids when relevant. (INTASC 4,7)

8. select and use appropriate methods to remediate mathematical problem solving, including a) ways to process linguistic and mathematical information given in problems and explaining one’s thinking about them, b) self-monitoring during problem-solving, and c) computer technology. (INTASC 4,7)
9. graph results of data collection and demonstrate the ability to make instructional decisions based on
data analysis. (INTASC 8, 9)

10. identify and apply essential components of forms of cooperative learning shown by research to be
effective with students with disabilities. (INTASC 2,3,9)

TEACHING AND LEARNING STRATEGIES

Procedures to be used to attain the objectives will include:

• lectures and readings
• fieldwork
• videotapes
• Internet assignments
• group activities
• structured practice activities

COURSE REQUIREMENTS

I. Tests. Dates of tests will be announced in class. Tests will primarily include structured short answer
items. Most items will assess your understanding and application of material, not your memory of it.
There will also be a final examination during the final exam period as scheduled by the Registrar.

II. Lesson Plans: You will need to write two lesson plans for instructional strategies presented in class,
one for a reading comprehension strategy and one for a math word problem strategy. The lesson plans
must conform to the direct instruction model and to the MSMC format learned in ED 5280 and will
be graded according to the special education lesson plan rubric that we will distribute in class.

III. Implementation Plan: You will need to write a detailed plan for implementing one of the following
as an ongoing routine. See attached Implementation Plan Score Sheet for details.

- decoding by analogy
- sentence writing
- Sitton Spelling
- vocabulary strategy (one of those
  presented in class)

IV. Fieldwork: You will need to observe at least 10 hours of instruction in settings which include
classified students at the childhood or adolescence level, according to the certification you are
seeking. You will need to observe for whether students are routinely taught and expected to use
learning strategies. Rubrics you are to use during these observations will be distributed in class. Your
report will be graded using the Fieldwork Observations Score Sheet attached to this syllabus. You
must give the background information listed and must complete four of the rubric sections. You must
observe for reading comprehension and for three of the other areas that you choose.

V. Microteaching: You will need to present the development section of one of your lesson plans in
class. Dates will be assigned in class. Your microteaching will be graded according to the
Microteaching Score Sheet attached to this syllabus.

VI. Professional Demeanor: Professional demeanor includes behavior in class and during fieldwork. It
will be graded using the Professional Dispositions Rubric attached to this syllabus. In class,
professional behaviors include being on time to class; dependably attending throughout class,
contributing to discussions or clarification of content, engaging in in-class activities, and being
supportive of your own and peers’ learning; interacting with others in an approachable, positive, and
flexible way; submitting work on time; using your own reflection and the instructors’ feedback to
improve work; and treating your peers and instructors with respect. During fieldwork, behaviors such
as tardiness, speaking disrespectfully, wearing unprofessional or revealing clothing, chewing gum,
and discussing teachers, pupils, and/or families are not considered professional. If we receive word
from the field site that your behavior, dress, and or demeanor are deemed to be inappropriate, we will require a conference among you, the instructors, and the Coordinator of Student Teaching and Fieldwork to assist you in learning and practicing appropriate professional behaviors. If the instructors and Coordinator unanimously agree that the conference is successful, we will allow you one time to repeat the fieldwork observation in a different site selected by the instructor. A similar report from a different field site will result in a score of 0 on the fieldwork grade and will result in a course grade no higher than D, no matter what other course grades are.

**GRADING SCALE AND WEIGHTS**

There will be approximately 612 possible points as follows:

- Tests .......................................................... approximately 150 points
- Final Exam .................................................. approximately 100 points
- Lesson Plan #1............................................. 70 points
- Lesson Plan #2............................................. 70 points
- Implementation Plan ................................... 50 points
- Fieldwork .................................................. 50 points
- Microteaching .......................................... 60 points
- Professional Dispositions Rubric............... 16 points

We will calculate your final grade by dividing the total number of points you earned by the cumulative total of possible points and then multiplying by 100 to get a percentage. This percentage will be assigned a letter grade according to this scale:

- A  93 - 100 = 4.00  A- 90 - 92 = 3.67  B+ 87 - 89 = 3.33
- B  83 - 86 = 3.00  B- 80 - 82 = 2.67  C+ 77 - 79 = 2.33
- C  73 - 76 = 2.00  C- 70 - 72 = 1.67  D+ 67 - 69 = 1.33
- D  63 - 66 = 1.00  F 62 and below

**DIVISION OF EDUCATION POLICY REGARDING WRITING**

In grading any work submitted by a candidate, if the instructor identifies five or more errors in spelling (including use of apostrophes), grammar, and/or sentence construction, the instructor will discontinue reading that work and will return it the candidate with a grade of zero. At the discretion of the instructor, the candidate may correct the document and resubmit it once (only). In this case, the candidate may receive no more than the equivalent of 65% on the document, receiving a lower grade if otherwise warranted. This grade will be final for the document. (This policy does not apply to work written in class such as on a test.)

**ATTENDANCE**

Attendance is obligatory during all classes. If you miss a class, you are responsible to contact a peer for notes, handouts, and/or assignments. If you must be absent from a field session due to illness or emergency, you must notify the administrator and teacher in the field site prior to your appointment. If you have two (2) consecutive unexplained absences, I must submit your name to the Registrar's Office for investigation into your status.

**ACADEMIC HONESTY**

It is expected that you will adhere the Mount Saint Mary College policies regarding academic honesty, outlined in the Graduate Catalog. All course assignments submitted must be your own work. Any work that has been adapted from an outside source must acknowledge that source with appropriate citation(s). Candidates choosing not to abide by the Mount Saint Mary College policy regarding academic honesty will receive an automatic “F” in this course.
Target Strategy: decoding by analogy  sentence writing  Sitton spelling  vocabulary (specify ___________________________)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Goal, National and State Standards and Performance Indicators, and Performance Objective**

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
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</tbody>
</table>

**Strategy Steps** (written as direct verbal prompts and in a form to be posted in the room or distributed to students; if Sitton spelling, include your “no excuses” list)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Triggers for when students should self-initiate strategy use**
(list of specific activities, materials, and/or times)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

**Three specific prompts to use if students do not self-initiate or begin to make errors**

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
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</table>

**Evaluation Plan** (data collection form with a description of when you will collect data)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Background Information</td>
<td>Possible Points</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>grade levels of observed students and subject matter of observed lessons</td>
<td>2</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Reading Fluency and Vocabulary Development</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Rubric</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Program Plan</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Instructional Stages</td>
<td>2</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Coordination</td>
<td>2</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Rubric</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Program Plan</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Instructional Stages</td>
<td>2</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Coordination</td>
<td>2</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Skills</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Rubric</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Program Plan</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Instructional Stages</td>
<td>2</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Coordination</td>
<td>2</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Skills</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Rubric</td>
<td>3</td>
<td>_____</td>
</tr>
<tr>
<td>Justification of Rubric Scoring for Program Plan</td>
<td>5</td>
<td>_____</td>
</tr>
</tbody>
</table>
Justification of Rubric Scoring for Instructional Stages 2
Justification of Rubric Scoring for Coordination 2

**Studying for and Taking Tests**

Completed Rubric 3
Justification of Rubric Scoring for Program Plan 5
Justification of Rubric Scoring for Instructional Stages 2
Justification of Rubric Scoring for Coordination 2

**Regulating One’s Own Academic Behavior**

Completed Rubric 3
Justification of Rubric Scoring for Program Plan 5
Justification of Rubric Scoring for Instructional Stages 2
Justification of Rubric Scoring for Coordination 2

**Exhibiting Appropriate Social Skills**

Completed Rubric 3
Justification of Rubric Scoring for Program Plan 5
Justification of Rubric Scoring for Instructional Stages 2
Justification of Rubric Scoring for Coordination 2

**Taking Notes and Participating in Class**

Completed Rubric 3
Justification of Rubric Scoring for Program Plan 5
Justification of Rubric Scoring for Instructional Stages 2
Justification of Rubric Scoring for Coordination 2

**TOTAL** 50
The candidate

- was adequately prepared and organized. 5
- communicated enthusiasm for being with the pupils and for the material being learned 5

Additional Procedures for Development

The candidate made appropriate and clear use of

- explanation, including key words. 8
- demonstration, including thinking aloud. 8
- visual aids. 6
- comparison with a known. 6
- examples and nonexamples. 6
- monitoring. 6

TOTAL 50
<table>
<thead>
<tr>
<th>Element</th>
<th>Not Met/0</th>
<th>Partially Met/1*</th>
<th>Met/2</th>
<th>Exceeds/3*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. learns from experience</td>
<td>Candidate repeats mistakes even after feedback.</td>
<td>Candidate corrects some errors given feedback.</td>
<td>Candidate corrects all errors on which feedback was given and corrects some errors from own insight into experience.</td>
<td>Candidate corrects most errors from own insight into experience and corrects all errors on which feedback was given.</td>
</tr>
<tr>
<td>2. responds to constructive criticism</td>
<td>Candidate avoids or is unreceptive to constructive criticism; changes subject, shifts blame, or rarely implements feedback.</td>
<td>Candidate usually accepts constructive criticism and implements feedback.</td>
<td>Candidate consistently accepts constructive criticism and implements feedback and occasionally proactively seeks constructive criticism.</td>
<td>Candidate proactively seeks and accepts constructive criticism on specific skills or novel problems, even under uncomfortable circumstances, and implements feedback.</td>
</tr>
<tr>
<td>3. demonstrates effective communication skills</td>
<td>Candidate frequently lacks clarity when making explanations or fails to communicate effectively with peers or with students.</td>
<td>Candidate occasionally lacks clarity when making explanations or fails to communicate effectively with peers or with students.</td>
<td>Candidate usually communicates clearly and effectively with peers and with pupils.</td>
<td>Candidate consistently communicates with clarity, depth, and effectiveness with peers and with pupils.</td>
</tr>
<tr>
<td>4. demonstrates dependability</td>
<td>Candidate shows no dependability or follow-through on assignments or routines given reminders.</td>
<td>Candidate shows limited dependability or follow-through on assignments or routines given a reminder.</td>
<td>Candidate shows dependability and follow-through on most assignments and routines without reminders.</td>
<td></td>
</tr>
<tr>
<td>5. projects a positive demeanor</td>
<td>Candidate seldom presents a congenial and positive demeanor.</td>
<td>Candidate occasionally appears congenial and positive in routine situations.</td>
<td>Candidate usually appears congenial and positive in routine and novel situations.</td>
<td></td>
</tr>
<tr>
<td>6. demonstrates flexibility</td>
<td>Candidate seldom demonstrates flexibility, even in routine situations.</td>
<td>Candidate demonstrates some flexibility in routine situations.</td>
<td>Candidate usually demonstrates flexibility in routine and novel situations.</td>
<td>Candidate consistently demonstrates flexibility in routine and novel situations.</td>
</tr>
<tr>
<td>7. demonstrates approachability in interactions with peers and/or students</td>
<td>Candidate isolates self when interactions with peers or pupils would be appropriate.</td>
<td>Candidate seeks out partners when required and is sometimes sought out as a partner by peers.</td>
<td>Candidate quickly establishes and maintains reciprocal working relationships with peers.</td>
<td>Candidate quickly establishes and maintains reciprocal working relationships with peers.</td>
</tr>
<tr>
<td>8. demonstrates ability to self-evaluate</td>
<td>Candidate’s self-assessments are frequently inaccurate or unrealistic.</td>
<td>Candidate’s self-assessments show both accuracy and inaccuracy.</td>
<td>Candidate’s self-assessments are usually accurate and realistic but show limited depth.</td>
<td>Candidate’s self-assessments are consistently accurate and realistic and consistently show insightful awareness of progress and areas in which further growth is needed.</td>
</tr>
</tbody>
</table>

Examples are given for criteria marked with an asterisk (*). Competency = a minimum score of 2 on each element.

Course: ED 5290  
Date of Evaluation: Fall 2005  
Signature of Evaluator:

Suggestions for Improvement or Corrective Action: