

Course Outcomes (knowledge, skills, and dispositions to be obtained from this course):

In this course students will be provided multiple opportunities to practice the content through simulations, case studies, group presentations and other laboratory based experiences utilizing available technologies, guest speakers, and observations and interactions with the local learning community. Students will be provided opportunities to develop skills for utilizing effective planning, teaching, and assessment strategies based on effective research (UDL). They will also be introduced to the important role assessment plays in providing relevant data in effective decision making for both intervention and acceleration practices (RTI).

At the conclusion of this course, students will:

SPED 200 Outcomes	<u>HTPS</u> (I-X)	<u>INTASC</u> (1-10)	<u>CEC</u> (1-10)	<u>ISTE</u> (1-5)	Student Performance Data
Have the ability to identify exceptional children by cause (etiology), characteristic (description and indicators), and incidence (overall %).	IV V VI VII	3 8 10	1 2 7	1	3 Sources GO Disability Role Playing Reflection Personal Case Study Wiki My Name is Kahn Response Paper
Have explored, implemented and reflected on the Universal Design for Learning (UDL) lesson planning process and its role in supporting exceptional students in an inclusionary classroom.	I II III IV VII IX	3 4 5 8 9	4 5 7	1 5	22 UDL Lesson Presentations Six UDL Lesson Simulation Reflections Disability Role Playing Reflection Wiki Guest Speakers
Have explored, implemented and reflected on a variety of research based differentiation & accommodation strategies and how they are utilized in accordance with the unique learning styles of various exceptional students (SPED, ELL, GT, At Risk, etc) in an inclusionary classroom.	I II III VII	3 4 5 7	1 3	5	Gardeners MI Test 22 UDL Lesson Presentations Six Lesson Simulation Reflections Disability Role Playing Reflection Teacher Accommodations Activity Wiki
Have explored, implemented and reflected on the Responsiveness to Intervention (RTI) Program and its relationship with the identification and intervention practices for supporting students experiencing academic difficulties in inclusionary classrooms.	VII	3	1 7 8 10	5	RTI Simulation Reflection 22 UDL Lesson Presentations Disability Role Playing Reflection Wiki Case Studies
Have explored, implemented and reflected on a variety of metacognitive learning strategies and their relationship to supporting students academically in inclusionary classrooms.	VII	3 4 7	4 5	5	22 UDL Lesson Presentations Six Lesson Simulation Reflections Disability Role Playing Reflection Wiki

Have explored, implemented and reflected on a variety of instructional technologies as a medium to engage with the content as well as a way to measure and improve student learning.	V VII	3 6		2	Wikis Blackboard Discussion Boards PowerPoint Elmo Prezi Cooperative Chapter Presentation Virtual Guest Speakers Videos On-line Learning Modules YouTube Picasa Internet
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Expectations for Using Technology as an Instructional Tool

The instructional delivery methods include (1) a combination of in-class activities including demonstrations, role playing and simulations, debates and discussions, critiques and problem solving, case studies, guest speakers and small group exercises; (2) videotaped group presentations followed by feedback from peers and professors, and (3) the expectation that each student will incorporate technology into their presentation as appropriate, which can include PowerPoint, video-clips, prezis, wikis, hyper links, etc. Group presentation videos will be posted on line for independent analysis and reflection at: <http://opennms.byuh.edu/soe/v4/?page=login>.