

SPED 200 Final Course Reflection

Overview of Course Outcomes, Class Activities and Content Related Assignments/Assessments

At the completion of this course (SPED 200) students will:

- A. Have the ability to **identify exceptional children** by causes (etiology), characteristics (description and indicators), and incidence (overall %).
- B. 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.
- C. 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.
- D. 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.
- E. 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.

First 12 Sessions (Sept 15 – Oct 15)

Content/Activities	Assignments/Assessments
<ul style="list-style-type: none"> • Learned about IDEA 04 and the 13 disability categories • MI Test • Teaching Trifecta • UDL/RTI Frameworks • Jig saw, inner/outer circle (outside), hot potato, musical chairs, opposites sides challenge questions (ch. 1 organizer – paired with someone who had it done ☺), Around the World (ch. 4 posters), 3 overarching questions from Ch 5-drew from cup, discussed as group 	<ul style="list-style-type: none"> • Poster • Teacher accommodations • Ch. 1 Organizer • Learner Characteristics – 3 sources • Quiz • Study guide • Rd Ch 1-7, On-line UDL Module I

Second 12 Sessions (Oct 18 – Nov 10)

Content/Activities	Assignments/Assessments
<ul style="list-style-type: none"> • UDL simulated K-12 lessons (K Science, 12th grade Writing, 5th grade SS) • Role played specific disabilities and RTI meeting • Guest speaker (Bailey, Schlag, Thompson) • I Am Kahn and related video clips • Learned how to create wikis and post to BB discussion board 	<ul style="list-style-type: none"> • Quiz • I Am Kahn Reflection (EC) • Etiology/UDL/RTI Essay (EC) • Study guide • Case study • Rd Ch 10-18 • Posts to Blackboard discussion boards

Final 12 Sessions (Nov 12 – Dec 10)

Content/Activities	Assignments/Assessments
<ul style="list-style-type: none"> • Twenty+ UDL student microteaching presentations ranging in grades (K-12) and contents (Math, LA, SS, Science, Art, Music, P.E., etc) • Wiki cooperative review • Partner binder check 	<ul style="list-style-type: none"> • Feedback forms • Microteaching practice forms (blue, white, grey) • Microteaching reflection packet/video • Wiki • Comprehensive notebook • Final exam

Based on the course outcomes outlined above, do you feel like you were able to accomplish them? Yes/No – Be Specific ☺

What did you enjoy most about the course? (Activities/assignments/assessments-Be Specific☺)

What did you have difficulty with? (Activities/assignments/assessments-Be Specific☺)

What other “activities/assignments/assessments” do you think might be helpful in a course such as this?

What could be done differently in the future to help students understand and be able to utilize the course content more effectively (ex.: accomplish the course outcomes)?