

This is a graduate class for LD/EBD teachers on a variance completing Sp Ed licensure.

The Course Organizer

Teacher(s): Margie MOTZEL

Time:

Student:

Course Dates: May 31-June 24, 2005

This Course: **Instructional Interventions ESSP 646**
(*Manakato State Univ. MN*)

is about Using effective, research-based instruction with students with Learning and Behavior Problems.

Course Questions:

1. How do the eight stages of the Learning Strategy instruction provide a TEMPLATE for effective instruction?
2. How is modeling different from describing or lecturing?
3. What critical teaching behaviors are embedded in the 8 stages of strategy instruction?
4. What are the barriers to Generalization and how can Generalization be facilitated effectively?
5. Define, then compare and contrast Learning Strategies and Content Enhancement Routines.
6. IDEA emphasizes GREATER ACCESS TO THE GENERAL EDUCATION CLASSROOM for students with disabilities. Explain how you will make decisions about programming for a student with learning difficulties that will insure 'successful' access to the general education curriculum. (Include the idea of Responsible Inclusion)
7. Discuss each of the four approaches to learning and teaching discussed in Chapter two of the Bos and Vaughn text as they relate to the Strategic Instruction Model.
8. Using the framework of the Content Literacy Continuum, identify the programs available in your own school and how they would fit into the levels of the continuum. Identify areas of need in your school.
9. What are some adaptations that can be made in a general education classroom that can promote learning for students with learning or behavior problems.
10. What do you consider the most valuable information you learned in this class?
1.1. What changes could be made to the course to enhance your learning?

Course Standards

- Instructional Interventions ESSP 646 Study Guides W P VI (15%)
- Bos Questions Graphic Organizer (10%)
- Strategy UO Content UO (10%)
- Course Organizer (15%)
- Program Eval/CLC (10%)
- Student Project (15%)
- Final Course Questions (25%)

Course Schedule

- Tues-31: Syllabus, Intro, 8 Stages, Word ID
- Tues-7: Bos Text, Course Questions, Student Pro
- Tues-12: Bos Material, Visual Imagery & Paraph
- Mon-20, AM: Course Org, Gr. Org, CLC
- PM: Content Enhance, Unit Org, and Review Rds
- Eve. LINC'S, Discussion work: Ques. #8
- Tues-21, AM: Partner work: 8 Stages
- PM: Fundamentals of Sentence Writing
- Wed-22, AM: Strategies & CE, Collaboration
- PM: Proficiency in Sentence Writing
- Eve. Group Sharing
- Thurs-23, AM: Self Advocacy
- PM: Ind. Course Planning, Class Review.

Fri. July 15: Deadline for Student Project & Final

This CO is for a summer course that consists of 3 online sessions and 5 days face to face 9-4. When I teach this during a semester, I include more material from the Bos + Vaughn Text.

Course Map

This Course:

Instructional Interventions ESSP 646

Student:

includes

Community Principles

- Attendance
- Participation
- Work Completion
- Respect

Learning Rituals

- Course Organizer Routine
- Unit Organizer Routine
- Modeling
- Practice

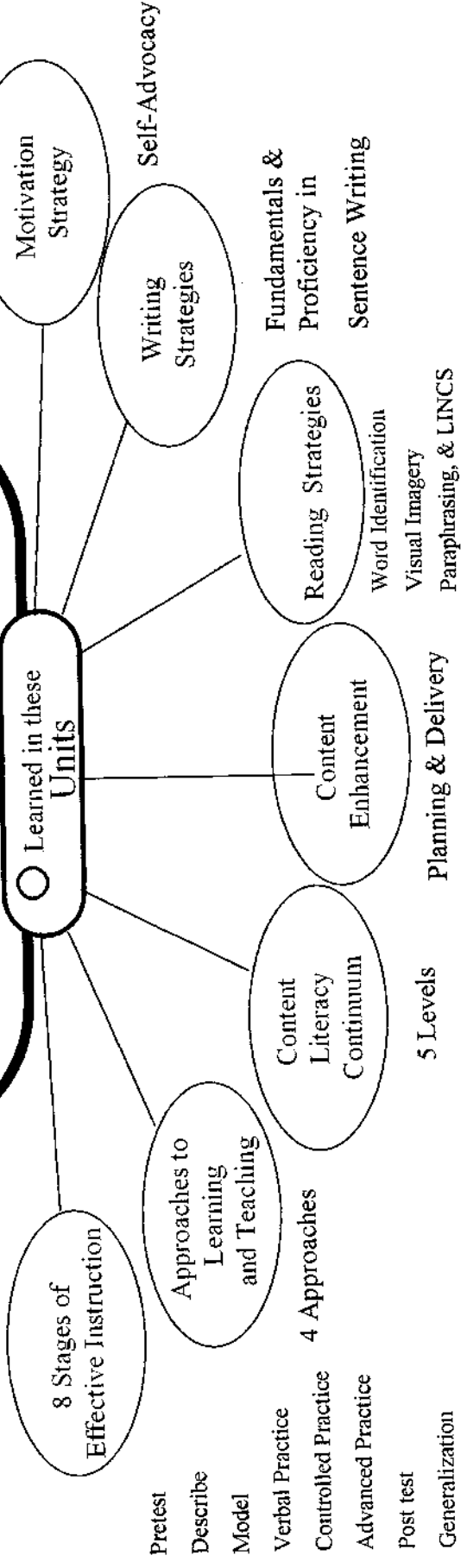
Performance Expectations

- Complete assignments
- Participate in activities
- Participate in discussions
- Complete student project and Final.

Critical Concepts

- *Responsible Inclusion
- *8 stages of Effective Instruction
- *Generalization
- *Effective Feedback
- *Planning Routines and Devices
- *Continuum of Service for students.

Learned in these Units



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May 31, June 7, 14: Online 5:30pm – 8:30pm
June 20-24: Campus 9:00am – 4:50pm

PURPOSE

The purpose of this course is to expose students to remedial and supplemental teaching methods and curricula for students with learning problems. Students will then be prepared to make professional choices about effective instruction to meet the individual needs of students receiving special education services. Students will have extensive opportunity to practice these strategies with feedback from the instructor and other students.

GOALS

By the end of the course each student will become more reflective about his/her teaching behaviors and the effectiveness of various methods of instruction to meet individual learning needs. Students will move from a level of knowledge and understanding to a level of effective application and evaluation.

1. Knowledge and Understanding: Understand key theories of learning for students with learning problems in academic areas and demonstrate this knowledge by accurately completing study guides and participating in class discussions and online chat sessions, and teaching material to classmates.
2. Application: Apply teaching methods through teaching one learning strategy to at least one student, and in-class demonstrations.
3. Synthesis and Evaluation: Identify best-practice components of teaching behaviors and classroom management techniques
4. Evaluation: Begin making judgments about good teaching practice by revising, extending, and setting goals for teaching behaviors according to performance feedback.
5. Evaluation: Synthesize and evaluate research on another reading, spelling, or writing program and compare the program or method to methods presented and discussed in class.

MATERIALS

1. Required Strategy Manuals:
These Kansas Strategy Manuals need to be ordered on the order forms I have sent via e-mail. You must have purchased the **Word ID and Visual Imagery** by May 31. The others must be with you in class on June 20.

REQUIRED:

Word Identification Strategy
Visual Imagery
Paraphrasing Strategy
LINC'S Vocabulary Strategy
Fundamentals in Sentence Writing (2 books: Instructor Man. and Student Lessons)
Proficiency in Sentence Writing (2 books: Instructor Man. and Student Lessons)
Self-Advocacy Strategy
Course Organizer
Unit Organizer

2. Other readings and resources provided by instructor.
3. 1 or 2 inch Pocket folder or binder for each strategy.

COURSE EXPECTATIONS

- A. Professional Behavior and High Quality Work and Presentations. Students are expected to behave in a professional and ethical manner toward other persons in the class. This will promote a positive learning environment for all students and will help prepare each student to promote a positive and collaborative teaching/learning environment in their workplace. Unprofessional behavior or poor quality work will affect grade. *If anyone in the class has a special need because of disability, please contact the instructor.
- B. Knowledge and Understanding. Each student will accurately complete study guides, develop and teach lessons on a topic of course content, and demonstrate broad understanding of concepts in final essay test
- C. Planning Instruction. Each student will plan for their individual teaching situation using Unit and Course organizers. The instructor will lead you through this process.
- D. Application of Strategies Instruction. Between June 1 and July 20, you must teach one strategy to at least one person. This could be your own child, a neighbor's child, a relative, etc. You must keep the materials used and produced by the student in an organized folder (Student Folder) and a daily journal of your experience. You should plan for about a 30 minute lesson each day and follow the strategy manual closely. In your journal, you should comment on the presentation of your lesson, student reaction and performance, things you learned from teaching the lesson, and things you might do differently next time. More info at first class session. I would recommend Word ID or LINC's or Visual Imagery as they are not as time consuming as some of the other strategies.
- E. Application of organized content instruction through class presentations. Each student will organize and teach selected an instructional interventions topic using effective instructional delivery methods. You will be provided a unit organizer form and scoring criteria. Unit organizers (form provided) must be submitted in a form worthy of your professional portfolio.
- F. Evaluation of each student presentation using a specific rubric and personal comments.
- G. Synthesis and Evaluation: Compare and contrast language arts materials that you have used in the past, or researched, with the Strategies Intervention Model materials that you have studied in this class. This will take the form of a short paper.
- H. Synthesis and Evaluation: Final Exam will consist of written answers to Course Questions that will be given out the first night of class. Do not try to complete answers to these questions until the final day of the class, though it is recommended that you organize information around these questions throughout the class.
- I. Participation: It is imperative that you are present for ALL CLASS SESSIONS (online, and on campus). The short time-frame makes it very intense. Important material and information will be shared during each session, and course material will be made available to you at this time. **Your participation in all chat sessions, as well as all class sessions June 20-24 is required.**

Visual Imagery Strategy
University of Kansas CRL

sample of Study Guide
d w/ students during
the portion of course
Instructional Interventions ESSP646
Introduction: Mankato State Univ. MN)

What is a Learning Strategy and what does it include?

Name the three strands of the Learning Strategies Curriculum and briefly describe each strand:

How do you determine which strategy to teach first?

What are the average percentage gains students have made on grade-level materials in the research studies?

The Visual Imagery Strategy has been designed to help students:

The strategy requires students to do what?

Research has shown that student's comprehension and retention scores increase in proportion to what?

What other Kansas strategies improve comprehension?

What are some ways you can effectively involve the students in learning the strategies?

What is the teacher's role in Strategy Instruction?

List the eight stages of instruction you will follow when teaching this strategy:

Describe how you would prepare materials before you start instruction:

What information is included in Appendix A?

What is contained in Appendix B?

I. Pretest & Make Commitments:

List the goals of this stage of the Paraphrasing strategy:

How many days does this pretest require?

Explain what is required of the student in each of the two parts of the Pretest.

What percent is considered mastery for the pretest, and if the student reaches mastery on the pretest, what should you do?

Describe what is important about obtaining a commitment from the student?

II. Describe:

List the goals of the Describe step.

The first time you teach the Visual Imagery Strategy, it will take about twice as much time to go through the DESCRIBE step as it indicates in the manual (this is true for all strategies). You will probably want to break it into two sessions depending on the attention span of your students. Read through the DESCRIBE stage carefully. List the order of the steps involved in teaching this stage. (1-13)

III Model: List the goals of the Model stage.

What are the most important things to remember when MODELING any strategy to students?
What materials are used to model this strategy?

(CLASS ACTIVITY)
(DEMONSTRATE how you will model this strategy using a partner as your "student".)
When finished, comment on the experience.

IV Verbal Practice:

List the goal of the Verbal Practice Stage.

List the steps you should follow when completing this stage of instruction.

Brainstorm ideas for making the Verbal Practice fun for the students.

What is required for mastery at this stage?

4. Controlled Practice and Feedback:

List the goal of this stage of instruction.

What does "controlled" mean in this stage of practice.

Describe the materials needed for this practice, and possible resources (p. 127)

When should the passage quiz be given ?

What is required for mastery before the student may proceed to Advanced Practice?

(IF YOU ARE USING THIS STRATEGY WITH YOUR STUDENT, TRY TO DO THIS ON YOUR OWN SO YOU ARE FAMILIAR WITH THE SCORING. OTHERWISE, WE WILL DO THIS IN CLASS NEXT WEEK.)

***PARTICIPATE IN CLASS ACTIVITY FOR SCORING CONTROLLED PRACTICE.**

Read over the scoring guidelines in Appendix A.

Choose a partner: one of you be the "student" and use the RAP strategy as you read a passage aloud. One of you be the teacher and follow the guidelines as you fill out the score sheet.

Repeat the process trading roles.

What is required for mastery of this stage of instruction?

VI Advanced Practice and Feedback

State the goal of this stage.

How do you determine whether to use materials that are just one year above the student's reading level, or materials at the student's grade placement level?

What is required for mastery of this stage? When do you decide to go on to the post test?

V. Post-test... List the goals of this stage.

What materials are to be used for the Posttest? What is the difference between the post test procedure and the advanced practice that was just completed?

What is required for mastery?

VI. Generalization: List the 4 phases of generalization and the goals for each phase:

Summary
Describe characteristics of a student who would benefit from Word Identification Strategy.

What pre-requisite skills are necessary?

their license. These areas will show on the discrepancy report. Districts must notify Heather Ward at that time to explain situation. If the specialty areas are being taught within a self contained classroom please report as general elementary education.

Physical Education
Keyboarding and Computers
Art
Music

K-8 Buildings- Individuals with licenses to teach Elementary Education are licensed to teach in a self-contained K-8 Elementary school setting. No permission is needed if the individual is acting as a general "elementary" teacher at the 7 or 8 grade levels, and are teaching multiple subjects using a regular elementary curriculum. If, however, they are teaching a specialty at the 7 or 8 grade level in math, english, science, or social studies, the individual must hold the appropriate license or the district should be requesting a variance for these individuals. The building must be registered with MDE as a designated K-8 building.

Elementary Immersion Program-An individual whose assignment is teaching in an elementary immersion program needs only to hold an elementary education license and must be teaching within the grade level printed on their license.

S 180101 KINDERGARTEN

S 180102 PRE-KINDERGARTEN

S 180103 PRE KINDERGARTEN & KINDERGARTEN

S 180105 PRE-PRIMARY

S 180150 EARLY CHILDHOOD EDUCATION