

EDUC 5482

Academic Learning for Students with Exceptionalities

Instructor:

Deanna Friesen

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Office Hours: by appointment

Schedule:

Section 001: Mondays & Thursdays
8:30AM-10:00AM,
Room: 2036

Section 002: Mondays & Thursdays
10:30AM-12:00PM,
Room: 2036

Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Academic Learning for Students with Exceptionalities (EDUC 5482)

Students will learn to analyze and address problems of practice concerning the academic learning of students with exceptionalities. Topics include general practices such as strategy instruction, universal design, and differentiated instruction; and subject-specific practices in decoding, reading comprehension, written composition, mathematics, and content area subjects. 3 hours per week, full year, .5 credit

This course will primarily use hands-on activities and case studies to help prepare students to meet the academic needs of all students in their classrooms.

To this end, you will have the opportunity to adapt your teaching according to principles of universal design for learning and differentiated instruction. You will have the opportunity to examine specific exceptionalities placed in the school context and work towards identifying and addressing dilemmas.

Mondays will be devoted to introducing content and smaller activities to consolidate content. Thursdays, you will work as part of a community of practice to apply that week's content in a case study.

Number of Credits : 0.5

Number of Weeks: 12

Week 1: Introduction to Course and Case Studies

- Understand the course's organization, assessment measures & learning outcomes (Monday).
- Learn about each other and the instructor (Monday)

- Reflect on their positionality and how it impacts their views on inclusion (Monday)
- Explain the value of case studies and how to approach them effectively (Thursday).
- Assess whether inclusion has been achieved using a case study (Thursday).

Learning Activities

Type	Name	Description
Discussion	Reflect on your positionality (Monday)	videos used to understand different perspectives on disability (Psychology, Critical Disabilities, Indigenous)
Video	Week 1 (Monday)	I Am Not Your Inspiration By Stella Young Indigeneity & Disabilities in our Schools from Inclusion BC
Case Study	Week 1 Case study (Thursday)	Case Study: Select 1 of 3 activity options to apply inclusion flowchart in your class.
Study / Prep	Week 1 Guiding Questions	Monday What are your beliefs about 1) your own self-efficacy, 2) your role as a teacher, and 3) effective teaching behaviours? How does your positionality impact your beliefs and approach to teaching? How does your teaching philosophy reflect your beliefs and experience? Thursday How can a case study provide an opportunity for professional learning? How are students included rather than integrated into the classroom?
Reading	Week 1 Materials & Readings	Thursday's Materials 1. Benefits of Case studies 2. Case Study 3. Down Syndrome Educators Package 4. Article for High School 5. Leaf Magic Lesson Plan
Formative Assessment	Week 1 Questionnaires (Monday)	Complete two questionnaires to better understand your current beliefs about self-efficacy, teaching and learning. 1. Teaching Efficacy for Inclusion Practice 2. Belief about Learning and Teaching

Learning Activities

Type	Name	Description
Formative Assessment	Week 1 Survey (Before Monday's Class)	"getting to know you survey". Qualtrics' link provided on OWL

Week 2: Building Class profiles & Individual Profiles, Individual Education Plans.

- Identify the value of Student and Class Profiles & reflect on how you would use them in your practice (Monday).
- Describe the components of the IEP and to navigate through Ontario's policies on Special Education (Monday)
- Evaluate the appropriateness of IEPs given students' strengths and needs profile (Monday).
- Gain experience writing the IEP strengths & needs section & accommodations (Thursday)

Learning Activities

Type	Name	Description
Practice	Using Profiles & Evaluating IEPs (Monday)	Students watch a video and fill out a class profile. Students select one student & identify which IEP is a better fit.
Video	Week 2 (Monday)	I Can Do This, But I Can't Do That
Case Study	Week 2 Case Study (Thursday)	Amber and Marie Case Students will read the case study beforehand and work in groups to complete 2 sections of the IEP.

Learning Activities

Type	Name	Description
Study / Prep	Week 2 Guiding Questions	<p>How can your knowledge of a student's strengths and needs be usefully documented? Where can you note information about the student's experiences that may impact their success?</p> <p>What are the regulations surrounding the IEP process in Ontario? How are strengths and needs listed on an IEP?</p> <p>What are the types of accommodations and how can they be applied?</p>
Reading	Week 2 Materials & Readings	<p>Monday In-class Resources (see OWL)</p> <ol style="list-style-type: none"> 1. Teachspeced website 2. Intervention central website 3. Accommodations document 4. Ontario Special Education Guide 5. Blank Class Profile 6. Blank Student Profile 7. Learning For All 8. FAQ for Parents about IEPs <p>Thursday In-Class Resources</p> <ol style="list-style-type: none"> 1. Case 1 Amber & Marie 2. IEP improvement guide for educators 3. Monday's Materials.
Knowledge Check	Week 2: Scavenger Hunt 1 (Monday)	Student teams will work to find the answers to FAQ on IEP process.

Week 3: IEP: Creating Special Education Program Page

- Be familiar with the "Special Education in Ontario" document to answer questions about the special education program pages.
- Explain the differences between accommodations only, modifications and alternative programs.
Be able to create a program for a student that addresses their needs
- Write effective annual goals, and S.M.A.R.T. learning expectations for the Program Pages.

- Determine how the teaching strategies/assessment methods will be used to achieve the learning objective.
- Create a program page from a case study (Thursday)

Learning Activities		
Type	Name	Description
Practice	Creating an IEP program page (Monday)	Students get practice writing learning objectives
Case Study	Week 3 Case Study (Thursday)	With either Case Study 4 or Case Study 16. Create a program page as part of the IEP.
Study / Prep	Week 3 Guiding Questions	What are the regulations surrounding the IEP process in Ontario? How is the Special Education Program Page created? How are SMART objectives written for the program?
Reading	Week 3 Materials & Readings	Monday's In-Class Resources (see OWL) 1. Ontario Special Education Guide 2. Week 2 Materials Thursday's Additional Resources 1. National Website on Giftedness 2. Sample IEP_ Giftedness_Elementary 3.. Sample IEP_ Giftedness_Secondary

Week 4: RTI, IEP Review, In-Class IEP Development

- Describe Response to Intervention (RTI)
- Explain how to apply RTI to their practice.
- To plan ways of monitoring the progress of students who are struggling.
- Demonstrate the ability to write several sections of the IEP (Thursday)

Learning Activities

Type	Name	Description
Research	Intervention Options	Students will have the opportunity to explore resources to include as teaching strategies for program pages.
Study / Prep	Week 4 Guiding Questions	How can RTI help teachers determine appropriate instruction? How do teachers use their resources to create an IEP?
Reading	Week 4 Materials & Readings	Monday's In-Class Materials 1. Hutchinson, N. (2017). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (4th ed.). Toronto, Canada: Pearson. (See p. 8-9). 2. Intervention Central Website 3. Cognitive and Academic Interventions Manual Thursday's Materials 1. IEP_Template.doc 2. Case Study Package with instructions

Week 5: Universal Design for Learning

- Describe what UDL is and identify the principles of Universal Design for Learning
- Describe the potential benefits of UDL and how it relates to culturally responsive teaching
- Ground UDL principles in practice and link these teaching approaches to the principles of effective learning and culturally-responsive teaching.
- Critically evaluate their own Unit Plan for Evidence of UDL
- Examine and modify a lesson plan to align better with UDL principles and support students in Mr. Fraser's Class (Thursday).
- Alter their classroom layout to adhere to principles of UDL, making it inclusive for all (Thursday).

Learning Activities

Type	Name	Description
Practice	UDL principles extraction (Monday)	1. Chart of UDL principles for a Gallery walk
Case Study	Week 5 Case Study (Thursday)	Case Study 10. Use the principles of UDL and culturally-responsive teaching approaches to evaluate a lesson plan for a case study student.
Study / Prep	Week 5 Guiding Questions	How do the principles of UDL reflect good teaching practices? How can teachers facilitate all student learning through UDL? How do culturally-responsive teaching approaches align with UDL?
Reading	Week 5 Materials & Readings	Monday's Materials 1. CAST website 2. Strategies and Accommodations 3. APA 20 principles of Effective Learning and Teaching 4. UDL Educator's Worksheet 5. Culturally-Responsive Teaching Approaches in Special Education article. Thursday's Additional Resources 1. Case Study Activities 2. Case Study: Mr. Fraser & Marla

Week 6: Differentiated Instruction

- Identify and Apply the principles of Differentiated Instruction
- Explain how different "Differentiated Instruction Structures" can be used in the classroom.
- Differentiate instruction in their own lesson with a DI lesson Planner.

Learning Activities

Type	Name	Description
Practice	DI choice board (Monday)	Student selected activities to explore DI structures. Apply a DI structure to a lesson plan using the DI planner.
Video	Week 6 (online only)	www.teachingchannel.org/videos/differentiating-instruction
Case Study	Week 6 Case Study (Thursday)	Case Study 7. Apply one of the Di structures to a lesson plan.
Study / Prep	Week 6 Guiding Question	How do DI structures support student learning?
Reading	Week 6 Materials & Readings	Monday's Resources 1. 2010 DI Scrapbook 2. Choice Board Package 3. DI planner
		Thursday's Additional Materials 1. Case study: Annie & Marge 2. ADHD behaviours and strategies list.docx

Week 7: Psychological Reports

- Understand the main components of psycho-educational reports.
- Understand how psychological reports can support their practice.

Learning Activities

Type	Name	Description
Discussion	"Your own Case" Discussion (Thursday)	Students will discuss their own case study in a community of practice circle.
Study / Prep	Week 7 Guiding Questions	What are psychological reports? How can they support the work you do in your classroom?
Reading	Week 7 Materials & Readings	Monday's Materials 1. Introductory Video to PsychoEducational Reports
		Thursday's Additional Materials 1. three of your colleagues' case studies

Week 8: Word Reading

- Describe the processes involved in decoding and the “self-teach” mechanism of reading.
- Describe how individual differences in foundational knowledge can impact decoding.
- Define reading difficulties, its characteristics and intervention approaches.
- Critically examine the characteristics of Reading Instruction Programs.
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

Learning Activities		
Type	Name	Description
Practice	Critical evaluation of reading intervention (Monday)	1. Evaluation of an evidence-based reading intervention.
Case Study	Group-Led Case Study 1 (Thursday)	Psycho-Educational Report serves as basis for group-led case study. Each week students will read the relevant report and annotate it for submission.
Reading	Week 8 Materials & Readings	Monday's Resources 1. Program Comparison Worksheet. 2. Links to 5 different reading programs Thursday's Materials 1. Psycho-educational Report 1
Study / Prep	Week 9 Guiding Questions	How can evidence-based instruction in word reading support learners with exceptionalities?

Week 9: Reading Comprehension

- Describe late-emerging reading disabilities and possible interventions
- Describe theories of reading comprehension
- Identify approaches to support Reading comprehension and link them to reading comprehension processes.

- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

Learning Activities

Type	Name	Description
Case Study	Group-led Case Study 2 (Thursday)	Psycho-Educational Report serves as the basis for group-led case study activity. Each week students will read the relevant report and annotate it for submission.
Practice	Reading Comprehension interventions evaluations (Monday)	1. Evaluation of approaches to reading comprehension.
Study / Prep	Week 10 Guiding Questions	1. How can evidence-based instruction in reading comprehension support learners with exceptionalities? 2. What resources will support your colleagues in your original case study?
Reading	Week 9 Materials & Readings	Monday's Materials (series of weblinks) 1. Reading Rockets: Comprehension strategies 2. Teaching text structure 3. Text mapping 4. High Interest Low Vocabulary List 5. Assessing text difficulty 6. Using multilevel texts 7. Tips to teaching comprehension Thursday's Materials 1. Psycho-Educational Report 2

Week 10: Writing

- Explain the writing process and writing difficulties
- Provide teaching approaches and accommodations to support struggling writers.
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

Learning Activities

Type	Name	Description
Practice	Critical Evaluation of writing skills (Monday)	<ol style="list-style-type: none"> 1. Articulating how your writing activity targets foundational skills. 2. Group led teaching-learning activity submission. 3. assigned psychological report activity
Case Study	Group-led Case Study 3 (Thursday)	Psycho-Educational Report serves as the basis for group-led case study. Each week students will read the relevant report and annotate it for submission.
Study / Prep	Week 10 Guiding Questions	How can evidence-based instruction in writing support learners with exceptionalities?
Reading	Week 10 Materials & Readings	<p>Monday's Material</p> <ol style="list-style-type: none"> 1. Helsel & Greenberg (2007) 2. Misunderstood Minds website 3. Writing Strategies: Student Worksheets 4. Writing Strategies: Description for Teachers <p>Thursday's Material:</p> <ol style="list-style-type: none"> 1. Psycho-educational report 3

Week 11: Math

- Describe how mathematical ability begins to develop.
- Describe the nature of math difficulties, its characteristics and the neurological basis.
- Critically evaluate math interventions for a student who is struggling with math.
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

Learning Activities

Type	Name	Description
Case Study	Group-led Case Study 4 (Thursday)	Psycho-Educational Report forms the basis for group-led case study. Each week students will read the relevant report and annotate it for submission.

Learning Activities

Type	Name	Description
Video	Lived Experience with Math Difficulties	My World Without Numbers, Line Rothmann
Study / Prep	Week 11 Guiding Questions	How can evidence based instruction in math support learners with exceptionalities? What resources will support your colleagues?
Reading	Week 11 Materials & Readings	Monday's Materials 1. The Number Catcher website 2. Numeracy Screener website 3. EQAO report on attitudes towards Math 4. EQAO performance on different skill sets 5. Strategy Instruction on Math Thursday's Material 1. Psycho-Educational Report 4

Week 12: Strategy Instruction

- Describe the importance of metacognition, strategy use and Strategy Instruction
- Describe and implement the Self-Regulated Strategy Development Model (SRSD)
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

Learning Activities

Type	Name	Description
Case Study	Group-led Case Study 5 (Thursday)	Psycho-Educational reports form the basis of group-led case study. This week, the group will pick which of the 4 students they would like to employ and inform the class.
Assignment	Psychological Report Questionnaire (Thursday)	Complete the reflection questionnaire on Psycho-Educational reports
Practice	Strategy Instruction (Monday)	1. Self-Regulated Strategy Development Worksheet

Learning Activities

Type	Name	Description
Study / Prep	Week 12 Guiding Questions	How can strategy instruction support learners with exceptionalities?
Reading	Week 12 Materials & Readings	<p>Monday's Materials</p> <ol style="list-style-type: none"> 1. Self_Regulated_Strategy_Development.pdf 2. Strategies for Increasing Student Autonomy.pdf 3. learningtoolbox website 5.. Metacognition & Learning Strategies_Jan_2020.pdf <p>Thursday's Additional Materials</p> <ol style="list-style-type: none"> 1. Psychological Report chosen by group

Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 4: In-Class IEP Development	<p>Students will have a class period to work in groups of 4 on an IEP for a case study provided in class.</p> <p>An IEP template and reflection questions must be completed.</p> <p>Completed in class on Nov 25th. Rubric on OWL.</p>
Summative Assessment	Due Wk 6: Class Profile	<p>Students will create an ongoing class profile based on the in-class cases. There should be a minimum of 5 entries. One for each Thursday activity (except week 4).</p> <p>It should be completed throughout the first term and contain both facts from the case and plans for the students.</p> <p>Due Dec 9th</p>

Assessment Activities

Type	Name	Description
Summative Assessment	Due Wk 7: Original Case-Study	Students will use in-class case studies as templates for creating their own case study and resources (written, oral narrative, recorded skit; Can work individually or in pairs) The last day to submit the case study is Jan 3rd. Then on Jan 6th, students will read/watch 3 of their colleagues' case studies. Case study 3-4 pages & Resources, an additional 2 pages.
Summative Assessment	Due Wk 8-12: Case Leading & Teaching and Learning Activity	Each group will lead a discussion based on an assigned Psychological Report. The group will elicit responses from colleagues about the case and will design an activity for colleagues to continue working on their competencies of inclusive practice.

This course meets the following Course Outcomes:

Research and Resources: Candidates will use their foundational knowledge and research abilities to seek out additional resources on exceptionalities.

Understanding & Developing the Case Study & Psychological Report: Candidates are able to analyze case studies of students with exceptionalities and identify key components (strengths and needs; dilemmas, resources & possible teaching approaches)

UDL & Differentiation: Candidates can apply the principles of universal design for learning and differentiated instruction to the classroom.

Professional Practice and Approaches to Academic Learning: Candidates will engage in professional discussions concerning the link between various approaches to academic learning and effective inclusive programming and practices.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca