

SPED 5420 SUMMER 2022

**SPED 5420 Language Literacy and Numeracy: Assessing and
Teaching Students with Learning Differences (3 Cr)
Seattle University**

Summer 2022

Instructor:

E-mail:

Office :

Meeting Times :

Office Hours : *By Appointment*

College of Education Organizing Theme

Preparing ethical and reflective professionals for quality service in diverse communities.

Mission Statement of the Special Education Program

Preparing teachers to effectively work with students who have exceptional learning needs from diverse backgrounds and preparing teachers to become leaders in the field.

1. Course Description

This course examines the methods and curriculum demonstrated to be effective when teaching students with learning differences. Topics will include understanding of language and reading acquisition, development and understanding of numeracy skills, and how to assess these skills and identify areas of need. Students will learn culturally appropriate methods to gather data and assess students' needs to identify and develop interventions. *Prerequisite: SPED 540 or permission of instructor.*

Throughline and Essential Questions

Throughout the course, we will be exploring the following throughline:

- Effective special education teachers understand student diversity and knows how to plan learning experiences and designs assessments that are responsive to differences among students and that promote all students' learning

We will consider the following essential questions:

- How do we meet the **needs of all our learners**?
- How do we **plan instruction** that considers all students?
- What are appropriate and **efficient responses to diversity** in the classroom?
- How do we **maximize the resources** of a classroom to meet the needs of all learners?
- How do we **modify instruction** to meet the needs of all students?

2. Course Objectives

This course provides an overview of current methods, effective teaching strategies, and curricula used in working with diverse populations of students with mild disabilities served in special education. This course also provides an examination of literature and current research in instructional methods of the education of students with mild disabilities. By the completion of the course the student will:

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1. Understand the etiology of learning differences and characteristics of students with learning disabilities (*InTASC 1e, 2h | CEC 1.2*)
2. Gain exposure to several selected research-based methods and strategies in teaching individuals with learning disabilities (*InTASC 7j, 7l, 7p | CEC 4.2, 5.0*)
3. Understand and apply knowledge of student assessment and evaluation, program planning, and instructional decision-making (*InTASC 6g, 6l, 6r; 7j, 8b, 8c,8r; 9l, | CEC 4.0*)
4. Demonstrate an understanding of how considerations of professionalism and ethical culturally responsive practices frame the responsibilities of educators (*InTASC 9b, 9c, 9l, 9k, 10t | CEC 6.0*)
5. Demonstrate commitment to developing culturally sustaining high learner outcomes for individuals with learning disabilities (*InTASC 10r, 10i, 10t | CEC 6.0*)

Performance Outcomes (*Assignments*)

- Define learning disabilities, common characteristics, causes, prevalence, and at least one challenge related to students' academic achievement, memory, and emotions (**Case Study**)
- Describe how to identify and evaluate students (**Discussion Board**)
- Describe the differences between the discrepancy and RTI models for identifying learning disabilities (**Discussion Board**)
- Summarize data on student placements and describe the key components of strategies for educating students in math, reading, and writing, identifying two commonalities across strategies (**Case Study**)
- Implement modifications and accommodations for individuals with learning disabilities (**Cognitive Processing and Intervention/Strategies Learning Plan**)
- List educational considerations for students identified with learning disabilities (**Cognitive Processing and Intervention/Strategies Learning Plan**)

CEC- Council for Exceptional Children Initial Preparation Standards | InTASC – Interstate Teacher Assessment and Support Consortium Standards

3. Required Textbook

- Algozzine, B., & Ysseldyke, J. E. (2006). *Teaching students with learning disabilities: A practical guide for every teacher* (Vol. 9). Corwin Press.

Supplemental Reference Books

- Pierangelo, R., & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. Corwin Press.
- Waber, D. P. (2010). *Rethinking learning disabilities: Understanding children who struggle in school*. Guilford Press.

4. Use of Technology

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SPED 5420 is an online course. All students are expected to use Canvas to participate in this course fully. Announcements, amendments, extra reading materials, course assignments and other information will be made available through Canvas. It is your responsibility to check the course site regularly.

5. Universal Design for Learning

This course design is guided by the principles of universal design for learning (UDL). The main idea of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different background, learning styles, abilities, and disabilities. The University policy calls for reasonable accommodations to be made on an individual basis for students with documented disabilities. If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

6. Instructional Strategies

Online synchronous and asynchronous course sessions/activities were designed to provide flexibility for students. Live (synchronous) and discussion board (asynchronous) course sessions/activities were designed to provide flexibility for candidates. Live sessions are important components of the course and provide opportunities for interaction with your instructor and peers. In this course you are required to:

- Read assigned chapters and other assigned material
- Reflect on reading and complete assigned learning tasks
- Respond to videos and other media online and in class
- Participate in simulations and demonstrations online
- Interact during lectures (live) and by responding to peer’s comments on the discussion board

7. Attendance Policy

As an online learner, you are, in some ways, more independent than traditional classroom learners. However, time management and organization skills are very important in ensuring success. You must be able to complete assignments within due dates, manage course materials, and navigate content effectively. You should devote at least 2 hours each day (5 – 6 days per week). You are expected to log in to Canvas on a daily basis. Success in this class means uploading assignments on time and responding to peers on the Discussion Board in a respectful manner

Additionally, it is important that you are in the correct headspace, motivated, and driven to learn. This is demonstrated through your participation in forums and/or group work. This drive should extend to asking questions and seeking support from your instructor. Strong writing skills and correct use of APA format are essential when turning in assignments, creating discussion posts, and interact with classmates.

Your participation in **all class activities and discussions is ESSENTIAL**. You are expected to attend all classes on time, and be present to participate in all class activities, collegial conversations, and presentations. Because of this, **absences and tardiness will adversely affect your grade**.

Support for Religious Accommodations

The [Policy on Religious Accommodations for Students](#) and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

8. Assignments Policy

Canvas The course Canvas shell is where you can find all the course materials. All course assignments must be submitted electronically through the appropriate assignment upload in Canvas unless otherwise specified.

- All uploaded assignments must be submitted in Word format, 12 pt., left-aligned, double-spaced, and pages must be numbered. You must include a reference section/ page at all times. APA 7th Edition is more inclusive with font choices. Choose to use:

12 Point Times New Roman | 11 Point Georgia | 11 Point Calibri | 11 Point Arial | 10 Point Lucida Sans Unicode

APA All citations must follow the *APA Publication Manual* (7th edition). An additional valuable online resource for APA formatting is Purdue University's OWL (Online Writing Lab). You must complete the [Academic Integrity Tutorial](#) before beginning the course. APA templates and resources are available on Canvas.

How to Name a File before Upload

When required to turn in assignments via Dropbox, you **MUST** follow proper naming conventions for files when you save them before uploading. **Do NOT UPLOAD .pdf documents.** You must use the following standard

(YourFullName_AssignmentName_Week#/Assignment#)

Example:

JulieRomos_TeachingStyles_Wk2.doc

Grading Disagreements or Errors

All grades are available for viewing at any time on Canvas. Please review your grades periodically and notify your instructor of any grading discrepancies or errors within one week or receiving a grade or returned graded assignment/quiz.

The grade grievance policy and procedure define the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can be downloaded using the following URL: <https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78678>

Iterative grading feedback (Revise-&-Resubmit Cycle)

Iterative feedback is given on submitted assignments, except quizzes/tests. This kind of feedback may include an invitation to revise and resubmit any graded assignment that was turned in on time or turned in early, for a better grade. At your instructor's discretion, you will be given additional time to revise and resubmit (usually between 3 – 7 days). If you do not turn in the revised assignment on time, the initial grade will be entered into the grade book.

Rubrics

This syllabus contains descriptions of *success criteria* for each assignment. The ***Criteria for Success*** provide only maximum (full marks) grading criteria derived from the assignment rubric. Detailed assignment rubrics can be found in Canvas. A rubric is a tool used to communicate assignment expectations. Rubrics provide grading criteria that will be used by instructors to provide feedback and assess the completed assignment. By reviewing this information before you start your assignment, you will begin with the same expectations that your instructor has when he grades your work.

Online Discussion Board/O&A Expectations

Participation: Much of participation in this course will be measured through discussions. For each discussion, your instructor will outline what he/she want you to consider or include when responding. For productive discussions you will need to engage with your fellow students' ideas as well as with the material.

Responding: As you read and respond to others' posts, keep in mind some basic rules

- *Be kind and respectful to others*
- *Use full sentences*
- *Don't use too much jargon*
- *Treat others online as you wish to be treated*

Use language that supports others. Additionally, encourage your peers to respond to your postings by using one of these strategies to invite further discussion:

- *Propose a new idea for feedback.*
- *Ask for clarification or further explanation about an aspect of the question you had trouble answering.*
- *Ask your peers to make a connection between the topic and another piece of literature, movie, or something they have personally experienced.*
- *Invite your peers to draw a different conclusion or share another perspective.*
- *If you presented opinion or idea about the given topic that was not addressed in the question, ask your peers to respond to it.*
- *Pose a follow-up question to the group to expand the conversation or shift it in a new direction.*
- *Present a controversial idea or statement and ask peers if they agree or disagree with the statement.*

- *Encourage peers to ask questions about the points you made if anything was confusing or unclear.*

Live Synchronous Meetings Unless otherwise announced, live classes via Zoom will be scheduled (check schedule page). Meetings will be recorded. Recordings can be accessed via Canvas. If you miss a live session, please request the zoom recording link from your instructor. You are required to view the recording before the next session and submit a one-page reflection of the key learning.

9. Diversity and Cultural Relevance

The instructor seeks to build a socially and intellectually vibrant learning community, enhanced by the diversity of its faculty, staff, and students. This course was developed on the belief in the diversity of abilities and learning capabilities of students with disabilities as defined by IDEA. Those disabilities will be discussed regarding ethnicity, gender, rural vs. urban, socio-economic status, and race. Sensitivity to various forms of diversity will be the key to developing positive attitudes and dispositions within the course. Cultural relevancy is addressed in this course through the teaching methods and strategies modeled and utilized by the instructor. You will be required to examine your biases and reflect on your understanding of diversity and cultural relevance.

10. Academic Integrity

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. The **Professional Conduct** policy can be downloaded at the following URL:

<https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690>

11. Communication

Use of email

The Seattle University e-mail account is the official means of communication between the faculty member and the student. It is recommended that you check this account routinely for official communication or as directed by your instructor. Please limit digital distractions during live classes.

12. Course Evaluation

The following criteria will be applied to arrive at a letter grade:

<i>Assignments</i>	<i>Points</i>
Attendance & Participation	10
Case Study – Student with LD	20

Online Class Discussion Boards + Q&A	80
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Grades will be assigned according to the percentage of the total point earned.

Grading Scale			
Percent	Grade	Percent	Grade
95-100	A	73-76.99	C
90-94.99	A-	70-72.99	C-
87-89.99	B+	65-69.99	D+
83-86.99	B	60-64.99	D
80-82.99	B-	Below 60	F
77-79.99	C+		

13. Chapter Quizzes, Midterm & Final Exam.

- You are not required to complete Quizzes, Midterm, & Final Exams

14. Course Schedule

Note: Some sessions may be **changed or altered** based on the instructor assessment of student needs.

Week	Required Assignment Name	Readings
1	Discussion <i>Academic Integrity Agreement</i>	Algozzine & Ysseldyke (2006) Chapters 1 - 3 Waber (2010) Chapter 1, pg. 14 – 23 Pierangelo, R., & Giuliani, G. (2008). Chapters 1 & 3
	Discussion <i>Introductions</i>	
	Discussion <i>LD: Definition & Identification</i>	
	*Q&A <i>Response to Intervention or Discrepancy Model</i>	
	Zoom Class Connect <i>4:30PM – 6PM Thursdays</i>	
2	Assignment Due <i>Characteristics of Students with Learning Disabilities</i>	Algozzine & Ysseldyke (2006) Chapters 4 & 5 Weber (2010) Chapter 2, pg. 26 – 42
	Discussion <i>LD: Heredity, Biological Factors, Psychological & Behavioral Characteristics</i>	
	*Q&A <i>LD Identification: Assessment & Progress Monitoring</i>	
	Zoom Class Connect <i>4:30PM – 6PM Thursdays</i>	

	Assignment Due <i>Case Study Part 1</i>	Pierangelo, R., & Giuliani, G. (2008). Chapters 2 & 5
3	Discussion <i>Students with LD: Evidence-based Practices (Direct Instruction)</i>	Algozzine & Ysseldyke (2006) Chapters 6 & 10
	*Q&A <i>Students with LD: Evidence-based Practices</i>	Weber (2010) Chapter 2, pg 26 - 42
	Zoom Class Connect <i>4:30PM – 6PM Thursdays</i>	
	Assignment Due <i>Case Study Part 2</i>	Pierangelo, R., & Giuliani, G. (2008). Chapters 5 & 6
4	Discussion <i>An Adequate Achiever with LD (A Case Study)</i>	Algozzine & Ysseldyke (2006) Chapter 8
	*Q&A <i>Consultation and Collaboration – Teachers Working Together</i>	Weber (2010) Chapters 8 & 9
	Zoom Class Connect <i>4:30PM – 6PM Thursdays</i>	
	Assignment Due <i>Case Study Part 3</i> <i>Course Reflection</i>	Pierangelo, R., & Giuliani, G. (2008). Chapters 7 - 9

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Assignment #1 Class Attendance & Participation 5 points

You are expected to attend all live classes on time, and be present to participate in all class activities, collegial conversations, and presentations. If you cannot, please request a link to the recorded session from your instructor. Late assignments, discussion posts, and **absences will adversely affect your grade.** Assignment submissions and daily Canvas check-ins calculate online attendance.

Assignment #2 Discussion Boards + Q&A***Due: Weekly***

For each online class there are discussion board activities to apply course content. You will also post on student moderated Q&A Piazza chat boards. *Please look out for a welcome email from Piazza.* These online activities will cover assigned readings, online activities, and handouts. You are required to post to the discussion board and to respond to your peers' posts. Each discussion board is worth 10 points.

Assignment #2 Case Study 20 Points**Due: Week 2 - 4**

Throughout the duration of this course, pairs will work together to identify one evidence-based practice to support academic achievement (reading, writing, or math) and one evidence-based practice to support language/communication development of a sample student.

Your case study will be divided into 4 parts (weekly):

- 1) Week 2: Develop a background for student with a learning difficulty. Your background must include demographic information (Name, age, grade, likes/dislikes, hobbies, academic history, family history).
- 2) Week 3: Identification of learning difficulties and areas of need. You will need to develop work samples (at least 2) for each area of need. You must include academic needs and language/communication needs.
- 3) Week 4: Identification of one evidence-based practice to support academic achievement (reading, writing, or math) and one evidence-based practice to support language/communication development. You must compile a literature review (no less than 4 peer reviewed articles).

Case studies will be completed in pairs online. Pairs may demonstrate the use of evidence-based practices by recording. In addition, each individual group member will submit a 1 page write up explaining the process for implementing each evidence-based practice, and how you plan to collect data and monitor student progress if the student was in your classroom, or on your case load. Please be specific about the perspective you are writing from (Psychologist, General Education Teacher, Special Education Teacher). You must cite sources and follow APA (7th Ed).

Criteria for success

Case Background (5)	Developed a background for student with a learning difficulty. The background includes demographic information (Name, age, grade, likes/dislikes, hobbies, academic history, family history).
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Evidence-based Practices (4)	A total of 2 evidence-based practices identified (1 academic, 1 language/communication skill development)
Literature Review (5)	Literature review (no less than 4 peer reviewed articles)
Team/Group Process (3)	Group work (as observed in class & online) is equitable and timely, with attention to inclusion of all group members, adherence to agree upon structures or routines (protocols, agendas), and attention to meeting all the articulated steps of the process.
Presentation (Written) (3)	Final presentation is organized and well structured. Information is clear and precise. All required aspects of the assignments are met, and the material is presented in an engaging format.