SYLLABUS
Utah State University

SPED 5310 and 5510 (part 1)
Teaching Reading and Language to Students with Disabilities

Semester: Fall 2014
Credits: 4
Days & Time: Monday & Wednesday 4:30-6:20
Location: Engineering 205

Instructor: Tim Slocum, Ph.D
tim.slocum@usu.edu
Education 314
797-3212

Office Hours: By appointment

Text:

Additional readings and lecture notes will be posted on Canvas during the semester.

Purposes:
The overall purpose of this course is to teach evidence-based practice for teaching reading and language to students with disabilities. This evidence-based practice is based on empirically supported instruction and curriculum combined with data-based decision making.

This overall purpose is addressed through three main components:

1) Instructional Skills. Students will learn to use direct instruction techniques for teaching basic language and literacy skills to students with diverse learning needs, including those with disabilities. Direct Instruction techniques are versatile and can be used in a variety of instructional situations with or without scripted programs. These techniques are empirically supported interventions in education; however they must be adjusted to particular skills and characteristics of individual children. Students will be expected to proficiency in the use of these skills in their practica.

2) Reading and Language Curriculum. Students will develop an understanding of reading and language curricula (i.e., what needs to be taught) and instructional methods (i.e., how to teach it) needed to effectively teach these skills to students with disabilities. Students will use their
understanding to design lessons in reading and language arts that meet the needs of diverse learners, including those with disabilities. The reading curriculum is based on the five key components identified as empirically supported by the National Reading Panel (2000): (a) phonological skills and alphabetic knowledge, (b) phonics, (c) fluency, (d) vocabulary, and (c) comprehension.

3) **Data-Based Decision Making.** Students will develop skills needed to identify, analyze and solve classroom problems related to student learning and behavior. Data-based decision making will include collection of relevant behavioral and academic data (e.g., assessment and progress monitoring with curriculum-based assessment) and use of data in making decisions to improve learners’ skills and behavior. The specific problem-solving skills students acquire through this process are versatile and enable them to adapt their teaching to meet the needs of highly diverse learners.

**Graded Coursework:**

1. **Initial Competency Tests**

In the Initial Competency Tests students demonstrate basic teaching skills necessary to successfully begin practicum. Students demonstrate:
   1) basic Direct Instruction presentation skills, and
   2) correct pronunciation of letters and letter combinations.

Students must demonstrate these competencies in order to pass the course and before delivering instruction in their assigned practicum setting. Initial competency tests are graded pass/fail. These tests are described in more detail in a handout available on Canvas.

2. **Quizzes**

*Quizzes will be given in class. No make-up quizzes will be given.*

Quizzes will cover the readings and lectures for the week. Each quiz will be based on a study guide (all study guides will be available on Canvas). In order to be successful on quizzes, students should be able to answer all items on the study guide. Before taking each quiz, a few minutes will be provided for students to ask questions about items on the study guide. Graded quizzes will be returned in a timely manner. Students’ lowest quiz score will be dropped in calculating final grades for the class. Because there are no make-ups, if a student misses a class session and therefore a quiz, this missed quiz will be their low score, and therefore dropped.

3. **Assignments:**

Students will complete 2 (SPED 5510 - severe program) or 4 (SPED 5310 - mild/moderate program) out-of-class assignments. Each of these will provide independent practice on placement decisions or design of reading lessons.

*Assignments will focus on the following topics:*
Assignment 1: Placement testing and placement decisions All
Assignment 2 M/M: Designing instruction in basic decoding skills M/M only
Assignment 2 Severe: Curriculum focus (decoding or sight word) Severe only
Assignment 3: Designing instruction in advanced decoding skills M/M only
Assignment 4: Designing vocabulary instruction M/M only

Details for each assignment and scoring guides are available on Canvas. Assignments must be submitted as MS Word documents via Canvas. Graded assignments and feedback will be returned via Canvas as well.

Each assignment document should begin with a header listing the assignment title (e.g. placement and testing decisions), followed by the student’s full name (e.g. Jack Black). Assignment documents should be named with the student’s last name, initial and assignment number. For example, Jack Black’s file name for the first assignment should be: “BlackJ.A1”

Assignments must be submitted on time. Assignments are due by midnight on the date indicated in the syllabus. Ten percent will be deducted from late assignments.

4. Data Based Decision Record (DBDR) (Mild/Moderate Only)

Students will keep a daily record of the performance of each of practicum students in oral reading, comprehension and other behavior. They will also record daily comments on other aspects of their teaching and their students' performance, and changes that they make in instruction and management based. Students will submit are four DBDRs during the semester. This assignment will be explained more fully in a handout on Canvas and in several class sessions.

5. Final (Mild/Moderate Only)

A comprehensive final exam will be administered. It will have a structure and questions similar to the quizzes – except that it will be significantly longer. Like the quizzes, it will be aligned with a study guide available on Canvas.

Grading

Grades for the course will be computed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Lesson Design Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Data Based Decision Records</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
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<td></td>
<td>100</td>
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</table>

Final grades will be based on the following scale:
changes in course assignments and schedule:
The instructor reserves the right to adjust the course assignments, quizzes and schedule in order to best attain the objectives of these courses. Any changes in assignments, due dates, quiz dates, and quiz content will be announced in class.

Group work and academic integrity
We encourage group work in many course activities; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work is defined as that which takes advantage of consultation with peers to provide ideas, suggestions, etc., which the student takes into consideration in the development of their unique and individual product.

Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of your product to others’ and discussing how to handle a small number of specific words, and how to teach classes of words is legitimate and encouraged. Copying someone else’s word lists or formats is not legitimate; it is cheating. Comparing most or all of your word lists with another student is not legitimate; it is cheating. Sharing pictures or examples used to illustrate vocabulary is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Here is a guideline:

Legitimate and encouraged: If you discuss some parts of the assignment (less than ¼) and you do not write down any decisions until after the discussion, you are on safe ground. The discussion has improved your understanding of the task, and this understanding then leads to a higher quality product.

Cheating: If you discuss most of the words in an assignment and during this discussion you note how you are going to teach each word, this is clearly cheating. Doing this could improve your assignment without actually improving your skills – and it is your skills that will help your future students.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for
clarification from the instructors, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability. Importantly, you will potentially be in charge of your own classroom and it is critical that you are able to independently demonstrate your acquired skills.

**Accommodations and Alternate Format Materials:**
In coordination with the USU Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please notify the instructor during the first week of class if accommodations are necessary. Accommodations and alternate format materials are available through the DRC found at TSC 104 or call 435-797-2444 TTY: 435-797-0740.
### SPED 5310 CLASS SCHEDULE – FALL 2013

* all readings are to be completed before class  
* all quizzes will be taken at the beginning of class  
* all assignments are to be submitted on Canvas by midnight on the due date

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Quizzes</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Monday     | - Welcome & Introduction  
- Importance of Effective Reading & Language Instruction  
- Introduction to Direct Instruction  
- Explanation of Syllabus             |          | Just make it to class!        |                              |
| Aug 25     |                                                                        |          |                                |                              |
| Wednesday  | - Fundamentals & Rationale of Direction Instruction Techniques  
- Introduction: Signals/Formats & Sounds  
- Description of Initial Competencies Checkout | Carnine: Ch. 1, 3, 4 | Quiz: Importance of effective instruction and syllabus |                              |
| Aug. 27    |                                                                        |          |                                |                              |
| Monday     |                                                                        |          |                                |                              |
| Sept. 1    |                                                                        |          | Labor Day—No Class!            |                              |
| Wednesday  | - Review Signals/Formats & Sounds  
- Overview of Programs Used in Practica  
- Placement Testing & Decision Making  
- Practice Placement Testing            | LL p. 149-153  
CR p. 246-261  
RM p. 84-98 (Available on Canvas) | Quiz: Fundamentals of Direction Instruction |                              |
| Sept. 3    | Print and bring LL, CR, RM to class                                  |          |                                |                              |
| Monday     | - Basic Classroom Management                                          | See Canvas for Classroom Management Readings | Quiz: Signals, Program Overviews, Placement |                              |
| Sept. 8    |                                                                        |          |                                |                              |
| Wednesday  | - Discuss Placement Assignment  
- Practice for Signals/Formats & Sounds  
- Corrections                           |          |                                |                              |
| Sept. 10   | Bring LL, CR, RM                                                     |          |                                |                              |
| Thursday   |                                                                        |          |                                |                              |
| Sept. 11   | **Initial Competency Checkouts**  
Location: ECERC Room 228  
Presentation & Signal Checkout  
Sounds Checkout |          |                                |                              |
| 8:00-11:00AM|                                                                        |          |                                |                              |
| Monday     | - Corrections (continued)  
- Format Practice (LL, CR, RM)                                    |          |                                |                              |
| Sept. 15   | *(Practicum Starts)*                                                |          |                                |                              |
| Wednesday  | - Problem Solving for Instruction and Management  
- Format Practice |          | Quiz: Management & Corrections |                              |
<p>| Sept. 17   |                                                                        |          |                                |                              |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Monday, Sept. 22</td>
<td>(Severe Program Students w/ Kimberly) - Data Based Decision Making (DBDR)</td>
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<td>Assignment 1: Placement</td>
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<tr>
<td>Wednesday, Sept. 24</td>
<td>- Teaching the Language for Learning Program, Part I</td>
<td>Bring LL</td>
<td>Start data collection for DBDR 1</td>
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<tr>
<td>Monday, Sept. 29</td>
<td>- Problem Solving for Instruction and Management - Teaching the Language for Learning Program, Part II</td>
<td>Bring LL</td>
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<tr>
<td>Wednesday, Oct. 1</td>
<td>- Direct Instruction Approach to Beginning Reading Part I - Phonological &amp; Auditory Skills - Letter-Sound Correspondence</td>
<td>Carnine: Ch. 5, 6, 7</td>
<td>Quiz 4: Language For Learning</td>
</tr>
<tr>
<td>Monday, Oct. 6</td>
<td>- Direct Instruction Approach to Beginning Reading Part II - Sounding Out Words - Transition to Sight Words - Irregular Words at Beginning Stage</td>
<td>Carnine: Ch. 9</td>
<td>DBDR 1</td>
</tr>
<tr>
<td>Wednesday, Oct. 8</td>
<td>- Direct Instruction and Other Materials - Phonics versus sight words for students with severe disabilities</td>
<td>Read: Assign 2 Severe: Curriculum focus</td>
<td>Quiz 5: Beginning Reading Instruction</td>
</tr>
<tr>
<td>Monday, Oct. 13</td>
<td>(Split into groups for remainder of classes) - Basic Decoding - Letter Combinations - VCe words - Irregular Words at Later Stage</td>
<td>Carnine: Ch. 8, 10</td>
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<tr>
<td>Wednesday, Oct. 22</td>
<td>- Strategies for Group Passage Reading</td>
<td>Carnine: Ch. 11, 12, 13</td>
<td>Quiz 7: Advanced Decoding</td>
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<tr>
<td>Monday, Oct. 27</td>
<td>- Problem Solving for Instruction and Management - Building Reading Fluency</td>
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<tr>
<td>Wednesday, Oct. 29</td>
<td>- Vocabulary Instruction Part I: Morphographs, Contextual Analysis</td>
<td>Carnine: Ch. 14, 15, 16</td>
<td>Quiz 8: Passage Reading &amp; Fluency</td>
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<tr>
<td>Monday, Nov. 3</td>
<td>- Vocabulary Instruction Part II: Specific Word Instruction, Dictionary Use</td>
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<td>Assignment 3: Advanced Decoding</td>
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<tr>
<td>Wednesday, Nov. 5</td>
<td>- Problem Solving for Instruction and Management</td>
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<td>Quiz 9: Vocabulary Instruction</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Read Handout:</td>
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<tr>
<td>Monday</td>
<td>Nov. 10</td>
<td>Comprehension Instruction, Primary &amp; Intermediate Levels</td>
<td>Carnine: Ch. 17, 18, 19</td>
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<tr>
<td>Wednesday</td>
<td>Nov. 12</td>
<td>- Narrative Comprehension Strategies</td>
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<td>Monday</td>
<td>Nov. 17</td>
<td>- Problem Solving for Instruction and Management</td>
<td>Read Handout:</td>
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<td>- Expository Comprehension Strategies</td>
<td>DI Reading, Ch. 24</td>
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<tr>
<td>Wednesday</td>
<td>Nov. 19</td>
<td>- Problem Solving for Instruction and Management</td>
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<td>- Language Arts: A Direct Instruction Approach to Spelling and Handwriting Instruction</td>
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<tr>
<td>Monday</td>
<td>Nov. 24</td>
<td>- Problem Solving for Instruction and Management</td>
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<td>- Direct Instruction Composition: Early Elementary Level</td>
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<tr>
<td>Wednesday</td>
<td>Nov. 26</td>
<td>Thanksgiving Holiday - No Class!</td>
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<tr>
<td>Monday</td>
<td>Dec. 1</td>
<td>- Problem Solving for Instruction and Management</td>
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<td>- Direct Instruction Composition: Late Elementary &amp; Middle School Levels</td>
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<tr>
<td>Wednesday</td>
<td>Dec. 3</td>
<td>- Peer Tutoring, Classroom Procedures, Wrap Up, Course Evaluation</td>
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<tr>
<td>Monday</td>
<td>Dec. 8 3:30-5:20 PM</td>
<td>Final Exam</td>
<td>Room: Engineering 205</td>
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USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY
Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work- and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES
Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in room 101 of the University Inn, 435-797-2444 voice, 435-797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible, preferably within the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. The instructor must have the appropriate forms from the DRC in order to address any accommodations.

DEPARTMENT POLICIES
GRADING GUIDELINES
1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
1. Licensure/Undergraduate Students- Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students- All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY
Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees and university committees for disciplinary action.

LICENSURE/UNDERGRADUATE COURSE REQUIREMENTS
1. Students are required to earn a "B-" or higher in all licensure courses. Students who receive a grade below "B-" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "B-" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK
As a result of a legislative mandate, all students planning on obtaining a teaching certificate in Utah must receive a background check completed prior to their first field experience. The background check must remain current through their student teaching experience. To expedite this process, all students planning on applying to the SPED major must complete their background check before the admissions application deadline. Students can find the application at http://cehs.usu.eduhtm/teacher-education.
Objective 1.
Students will describe and demonstrate procedures for initial assessment of specific student needs for language and reading instruction, make placements into appropriate curricula, continually re-assess and revise appropriateness of placement based on curriculum-based assessments and direct observations.

Relevant CEC Standards
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
GC3S1 Relate levels of support to the needs of the individual.
CC4S1 Use strategies to facilitate integration into various settings.
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S4 Use reading methods appropriate to individuals with disabilities.
GC4S6 Modify pace of instruction and provide organizational cues.
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
CC5K3 Effective management of teaching and learning.
GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
CC5S5 Modify the learning environment to manage behaviors.
GC7K3 Interventions and services for children who may be at risk for learning disabilities.
GC7K4 Relationships among disabilities and reading instruction.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

Objective 2.
Students will describe and implement an effective positive classroom behavior management system (i.e., PBS tier 1), collect data on effectiveness (ongoing monitoring), and make adjustments based on group and individual needs (i.e., PBS tier 2). All behavior management systems will integrate instructional issues with behavior management.

Relevant CEC Standards
GC4S9 Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
CC5K3 Effective management of teaching and learning.
CC5S5 Modify the learning environment to manage behaviors.
CC5S10 Use effective and varied behavior management strategies.
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12 Design and manage daily routines.
GC5S6 Establish a consistent classroom routine for individuals with disabilities.
GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

Objective 3.
Students will describe and give rationale for evidence-based procedures for effectively grouping students, presenting material, structuring pupil responses, making effective corrections, and teaching at an appropriate pace so that a wide variety of students (including those who are culturally and linguistically diverse, those at-risk of disabilities, and those with a range of communicative, learning, and behavioral disabilities) can be academically and socially successful.

Relevant CEC Standards
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S4 Use reading methods appropriate to individuals with disabilities.
GC4S6 Modify pace of instruction and provide organizational cues.
Objective 4.
Students will design effective, reading lessons for a wide variety of learners featuring evidence-based practices. Given a passage and description of a group of pupils, students will:

a. Identify words and group words for explicit decoding instruction.
b. Write scripts for explicit instruction on each group of words.
c. Identify words for specific vocabulary instruction.
d. Write scripts for vocabulary instruction.
e. Construct a strategy for active story reading.
f. Write literal and inferential comprehension questions.
g. Construct a strategy for building oral reading fluency.

Relevant CEC Standards
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S4 Use reading methods appropriate to individuals with disabilities
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language
GC4K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities
GC4K4 Prevention and intervention strategies for individuals at risk for a disability
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
CC5K1 Demands of learning environments
CC5K3 Effective management of teaching and learning
CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S4 Design learning environments that encourage active participation in individual and group activities.
CC5S5 Modify the learning environment to manage behaviors.
GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities.
CC7S12 Use instructional time effectively.
CC7S13 Make responsive adjustments to instruction based on continual observations.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
Objective 5.
Students will identify critical content and design effective reading and content area lessons using content area texts. These lessons will include:

a. appropriate decoding instruction
b. vocabulary development
c. strategies for comprehension of content area texts.

Relevant CEC Standards
GC4S3 Teach learning strategies and study skills to acquire academic content.
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S16 Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

Objective 6.
Students will collect data (direct observations and progress monitoring) and make data-based decisions to better meet the needs of individual students taught in practicum. These data-based decisions will include:

a. Changes in instructional techniques
b. Changes in amount and type of practice activities
c. Changes in motivation and behavior management practices
d. Changes in organization, grouping, structure, and classroom environment.

Relevant CEC Standards
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development
GC3S1 Relate levels of support to the needs of the individual
GC4S6 Modify pace of instruction and provide organizational cues.
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
GC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
GC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5K1 Demands of learning environments.
CC5K3 Effective management of teaching and learning.
CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5S3 Identify supports needed for integration into various program placements.
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7K4 Relationships among disabilities and reading instruction.
CC7S13 Make responsive adjustments to instruction based on continual observations.
GC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10 Create and maintain records.
CC9S9 Conduct self-evaluation of instruction.
CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.