

**WEST VIRGINIA ALTERNATIVE CERTIFICATION PROPOSAL  
 REGION 4 ALTERNATIVE CERTIFICATION PROGRAM  
 SPECIAL EDUCATION**

**West Virginia School District(s)**

- |                              |                              |
|------------------------------|------------------------------|
| 1. Braxton County Schools    | 4. Nicholas County Schools   |
| 2. Fayette County Schools    | 5. Pocahontas County Schools |
| 3. Greenbrier County Schools | 6. Webster County Schools    |

**Partner(s)**

Regionally accredited institution of Higher Education (IHE)	Marshall University Huntington, West Virginia
Regional Education Services Agency (RESA)	Regional Education Service Agency 4 Summersville, West Virginia

**Name of the Alternative Certification Program:** Region 4 Alternative Certification Program for Special Education

**Specific type of Alternative Program Proposal**

- A. Alternative Program for Special Education– Individuals must hold a bachelor’s degree from an accredited institution of higher education, seeking a special education certification. §18A-3-1c

**Required Components of a Alternative Certification Program Proposal  
 for Special Education**

**1. Overview of the Program**

- 1.1 Purpose: The purpose of this program is to create an alternative means for a qualified person to earn a professional special education teaching certificate by authorizing participating school districts to offer a rigorous alternative program for teacher certification in partnership with regionally accredited higher education institutions (Marshall University) and a regional education service agency (RESA 4) all under the supervision of the West Virginia Board of Education (WVBE).

1.2 Professional Teacher Special Education Certificate/Endorsement(s), Grade Levels, Projected Start Dates

<b>Professional Teacher Certification/Endorsements and Requirements</b>				
<b>Certification/ Endorsement Area</b>	<b>Endorsement Grade Levels</b>	<b>Praxis II Content Requirement <i>Required prior to program completion</i></b>	<b>Praxis PLT Principles of Learning and Teaching Requirement <i>* Dependent on license application</i></b>	<b>Projected Start Date</b>
Emotional Behavioral Disorders (excluding Autism)	K-6 5-Adult	Special Education: Teaching Students With Behavioral Disorders/Emotional Disturbances (5372) and Special Education: Core Knowledge and Applications (5354)	K-6 5-9 7-12	August 2016
Gifted	1-12	Gifted Education (5358)	K-6 5-9 7-12	August 2016
Mentally Impaired ( <i>Mild/Moderate</i> )	K-6 5-Adult	Special Education: Core Knowledge and Applications (5354)	K-6 5-9 7-12	August 2016
Multi-Categorical Special Education (EBD MI, SLD excluding Autism,)	K-6 5-Adult	Special Education: Core Knowledge and Mild to Moderate Applications (5543)	K-6 5-9 7-12	August 2016
Preschool Special Needs (PreK-K)	Pre K-K	Special Education: Preschool/Early Childhood (5691)	Early Childhood	August 2016
Severe Disabilities	K-Adult	Special Education: Core Knowledge and Severe to Profound Applications (5545)	K-6 5-9 7-12	August 2016
Specific Learning Disabilities	K-6 5-Adult	Special Education: Core Knowledge and Applications (5354), and Special Education: Teaching Students with Learning Disabilities (5383)	K-6 5-9 7-12	August 2016
Visually Impaired	Pre K- Adult	Special Education: Teaching Students with Visual Impairments (5282), and Braille Proficiency (0631)	Early Childhood K-6 5-9 7-12	August 2016

## **2. Candidate Eligibility, Recruitment and Enrollment**

2.1 Vacancy: A candidate for the alternative certification program for the training of special education teachers may be accepted only when a vacancy must be advertised at least twice (ten working days) pursuant to W. Va. Code §18A-3-1a, and if no certified teacher applies.

2.2 Eligibility Criteria: Procedures and criteria for determining whether a person is eligible, pursuant to W. Va. Code §18A-3-1f, to enroll in the alternative program for the education of special education teachers; eligibility criteria must include, but not be limited to, the following:

2.2.1 Possess a minimum of a bachelor's degree from a regionally accredited institution of higher education, and

2.2.2 Pass the same basic skills test or tests required by the WVBE for traditional program candidates to become certified in the special education area for which he/she is seeking licensure, and

2.2.3 Prior to being hired at the district level as an alternative program participant, program candidates in a general education teaching path of a WVBE-approved program for alternative certification must submit to WVDE and to the alternative program provider passing scores on pre-professional skills test or tests or evidence of a qualifying exemption as described in Policy 5202, [Passage of Core Academic Skills for Educators tests is required in Reading, Writing and Mathematics. The Core Academic Skills for Educators (CASE) may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services, or a West Virginia Professional Student Support Certificate endorsed for School Nurse or is licensed by the West Virginia Board of Examiners for Registered Professional Nurses, or Administrative Certificate; or c) has attained a score of 25 or higher on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 or higher beginning November 1989; or d) has attained a score of 1035 or higher on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 or higher beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 or higher beginning March 2005.]. At the conclusion of the WVBE-approved alternative certification program for the education of teachers, teachers in the special education teaching path shall be

required to meet the proficiency score (s) on the appropriate state competency exam(s) in pedagogy (Principles of Learning and Teaching (PLT) exams specified in section 1.2), and achieve passing scores on the special education certification test or tests required by the WVBE (Praxis II Exams specified in section 1.2), and

- 2.2.4 Hold United States citizenship; and
- 2.2.5 Be of good moral character; and
- 2.2.6 Be physically, mentally, and emotionally qualified to perform the duties of a teacher; and
- 2.2.7 Attain the age of eighteen years on or before October 1 of the year in which the alternative program teacher certificate is issued; and
- 2.2.8 Receive a formal offer of employment from a county superintendent in an area of critical need and shortage and by a school or school district that is a member of an approved educational provider; and
- 2.2.9 Possess either transcripts reflecting an academic major in the same as or similar to the subject matter which the alternative program candidate is being hired to teach; and
- 2.2.10 Qualify for employment in the public schools of West Virginia after a criminal history check is made pursuant to W. Va. Code §18A-3-10; and
- 2.2.11 Meet other requirements for teacher licensure pursuant to Policy 5202 and W. Va. Code §18A-3-1.

2.3 Recruitment/Application: Throughout each school year, the district will actively seek alternative certification applicants for applicable vacancies via internal postings and county, RESA, and State websites. Additionally, information regarding alternative certification will be provided to all substitute teacher applicants completing RESA substitute teacher training.

2.3.1 Prospective alternative certification applicants will complete and submit to the county personnel department all county-level professional application requirements by the posted deadlines in order to be considered an applicant for a position. Upon reviewing applications for the specific vacancy, county personnel

will determine eligibility of the applicant, and follow hiring procedures outlined in WVBE Policy 5000.

2.4 Enrollment: When a district has met the vacancy requirements of this program (see section 2.1. of this document) and the candidate has met the eligibility criteria for the alternative certificate program, (see section 2.2. of this document), then the program candidate may receive a formal offer of employment in the critical area in which an endorsement is sought pending completion by the candidate of

- 2.4.1 All parts of the applicant information page of the WVDE Alternative Certification form, and
- 2.4.2 All parts of the Employing County information on the Alternative Certification form including the county verification of employment, school, assignment, assignment effective date, endorsement area, and county superintendent's signature, and
- 2.4.3 All parts of the Institution of Higher Education information on the Alternative Certification form including the College/University recommendation for and Alternative Certification Permit, program, enrollment endorsement area(s) verified, and appropriate College/University official's signature.

### **3. Partner Rights Roles and Responsibilities**

3.1 County School Districts will:

- 3.1.1 Implement all required components of the Alternative Certification Program for Special Education as defined the approved alternative certification program according to the defined roles for superintendents, personnel directors, principals, and
- 3.1.2 Follow all memorandum of understanding procedures and criteria for making a formal offer of employment to the candidate who is eligible to enroll in the alternative program for the education of special education teachers and who has applied for the posted position, and
- 3.1.3 Select and train a professional support team, pursuant to W. Va. Code §18A-3-1c, who will instruct, mentor, and/or supervise the special education alternative program teacher(s).

3.1.4 Subject to the provisions of W. Va. Code §18A-3-1f that the hiring authority for any school or school district that hires an alternative program teacher will renew the alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the alternative education program and until he/she completes the alternative program for the education of special education teachers,

3.2 RESA 4 will:

3.2.1 Provide assistance for the development of the Alternative Certification Program for Special Education, and

3.2.2 Provide assistance for any future revisions of the Alternative Certification Program for Special Education, and

3.2.3 Participate in quarterly meetings of the Alternative Certification Program steering committee which shall include a representative from each key collaborative agency, and

3.2.4 Provide additional professional development as requested by the school districts to support passage of the appropriate state competency exam(s) in pedagogy (Principles of Learning and Teaching).

3.2.5 Provide preparation necessary to help the alternative program teacher meet the proficiency score(s) on the appropriate state competency exam(s) in special education content and state competency exam(s) in pedagogy.

3.3 Institutions of Higher Education will:

3.3.1 For preparing highly qualified special education teachers provide six semester hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers, technology, special education and diversity, delivery of instructional services to students with disabilities, developing Individualized Education Plans (IEP) with WVBE content standards and objectives, differentiated instruction, school and IDEA law, behavioral interventions and support. If the alternative program teacher will be teaching children in elementary school, he/she will also receive instruction in early literacy.

#### 4. Program of Study

- 4.1 Alternative certification candidates will complete six semester credit hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers, technology, special education and diversity, delivery of instructional services to students with disabilities, developing Individualized Education Plans (IEP) with WVBE content standards and objectives, differentiated instruction, school and IDEA law, behavioral interventions and support. All candidates will receive instruction in teaching literacy as part of the six credit hours of instruction provided through Marshall University or Concord University. (See Appendix B, Module 6 Syllabus). If the alternative program teacher will be teaching children in elementary school, he/she will receive instruction specifically regarding early literacy. Syllabi for the six semester hours of program instruction are included in this application (see Appendix B).
- 4.2 All candidates must complete six semester hours of instruction, delivered through units of instruction to be offered during the calendar year. Upon enrollment in the alternative certification program, all candidates will immediately enroll in either the Marshall University or Concord University program of study and will continue in the program of study until all six semester hours have been completed. Candidates can choose to complete the six semester hours of instruction through Marshall University or Concord University. Syllabi for the six semester hours of program instruction are included in this application (see Appendix B).
- 4.3 Prior to the first day of student instruction, participants who will be instructors of lab based activities in experiential settings will be required to also complete the Flinn Lab Safety Course for Middle School or High School depending on their secondary teaching assignment (see <https://wvde.state.wv.us/instruction/sciresources.html>) and are required to complete and earn the Flinn Lab Safety Course certification in order to demonstrate proficient knowledge and skills to safely and adequately teach in a lab setting. The Flinn Lab Safety Safety Course is a WVDE approved training course that includes, but is not limited to, the following topics: student and staff safety, lab safety, lab management, and instructional procedures for the lab setting. Upon completion of the Flinn Lab Safety Course for Middle School or High School, the certificate of completion must be submitted by the participant to the county personnel director.
- 4.4 This WVBE-approved alternative certification program for the education of special education teachers will provide instruction through nontraditional methods

including a series of modules covering the various topics, electronically delivered instruction, summer sessions, and job-embedded mentoring.

4.5 A copy of each course syllabus for each participating institution of higher education is provided in Appendix B of this document.

4.6 Institutions of Higher Education will charge not more than the regular tuition costs for six hours graduate hours of instruction as outlined in this section in accordance with W. Va. Code §18A-3-1c.

4.7 There will be no other tuition or instruction costs for the education of program candidates pursuant to W. Va. Code §18A-3-1c.

## **5. Support and Observation**

5.1 Professional Support Team. A WVBE-approved alternative program for the education of teachers shall provide a professional support team whose structure is consistent with the induction model that the partnership's participating school or schools follow for supporting, supervising, inducting, and mentoring a beginning teacher, as described in the district's plan of Support for Improving Professional Practice (WV SIPP) pursuant to W. Va. Code §18A-3C-3. Professional Support Teams will consist of the following members:

5.1.1 District level programmatic director or superintendent designee, and

5.1.2 District school level administrator, and

5.1.3 District Instructional Coaches, Technology Integration Specialists (TISs) and/or Special Education Specialists will provide job-embedded support throughout the year. District instructional coaches will be selected with the following criteria: knowledge of content and programmatic level, ability to work with adults, and adequate experience and certification, and

5.1.4 District mentors teachers will be selected to provide support to beginning teachers. Mentor teachers will be trained at the state level and have a minimum of five years teaching experience, three years within the employing county. All efforts will be made to ensure the assigned mentor teacher has knowledge of content and programmatic levels as well as proximity to the beginning teacher.



- 5.2 The Professional Support Team shall be trained by and in coordination with the West Virginia Center for Professional Development. Team members will meet monthly with the participating teacher to monitor the participating teacher's progression, provide feedback, offer an opportunity for the participating teacher to reflect on his/her own progression and identify or request additional support needed.
- 5.3 Prior to the first day of instruction, orientation for alternative certification program participants will be provided at the county level and will include: policies, procedures, issues of finance, items specific to personnel matters, Employee Code of Conduct, Mandatory Reporting, and Risky Behaviors. These sessions will be held at the county office as the employees are hired.
- 5.4 Prior to the first day of instruction, orientation for alternative certification program participants will be provided at the school level and will include: school-specific policies, procedures, evaluation system, courses and scheduling, etc. Training will be arranged at each school. County office personnel may assist in this delivery.
- 5.5 The Professional Support Team shall verify completion of the following documentations/evidence and submit verification of their completion to the WVDE at the conclusion of a teacher's participation in the WVBE-approved alternative program for the education of teachers.
- 5.5.1 Team members and evidence of training of the Professional Support Team.
  - 5.5.2 Copies of notes for monthly meetings of the Professional Support Team.
  - 5.5.3 Copies of weekly observation notes for each alternative program teacher reflecting the supervisory activities (observations, observation meetings, etc.) team members completed with the alternative program teacher during the teacher's first semester of his/her first year in the alternative certification program. Copies of bi-weekly observation notes for each alternative program teacher reflecting the supervisory activities (observations, observation meetings, etc.) team members completed with the alternative program teacher during the teacher's second semester of his/her first year in the alternative certification program. Observations of at least fifteen minutes will be completed by a member of the county support team on a rotating basis using the

WVDE Standards-Focused Classroom Observation Form  
(<https://wvde.state.wv.us/instruction/observation-form.html>).

5.5.4 Copies of any other documentation the Professional Support Team may have in regard to each teacher's progress in the alternative program.

5.5.5 At the conclusion of a teacher's participation in the alternative program, a copy of the alternative program teacher's final evaluation recommendation.

5.6 A detailed list of the academic and performance standards by which the alternative certification program teacher(s) will be evaluated shall include but not limited to performance assessments as described in the following

5.6.1 The Alternative Program Academic and Performance Standards are the West Virginia Professional Teaching Standards (WVPTS) which can be found at on the West Virginia Department of Education website at <https://wvde.state.wv.us/certification/educatorprep/standards.php>.

5.7 In addition to teacher observations required by the educator evaluation system, four (one every eight weeks) performance assessments will be required of each program teacher during his/her first year in the alternative certification program.

5.7.1 A performance assessment will consist of a minimum of a forty-five (45) minute observation to be completed by the building principal and completion of the Alternative Program Academic and Performance Standards Rubric, completed by the building principal. The performance assessment observation form, Alternative Program Academic and Performance Standards (WVPTS) Rubric, to be used by the principal for each performance assessment, is provided in Appendix A.

5.7.2 An alternative program teacher will observe in the classroom of a mentor or other experienced teacher(s) for a least one forty-five (45) minute period three (4) times during his/her first year in the alternative certification program.

## **6. Calendar of Events**

6.1 Professional Support Team members shall be trained before supporting participants in the Region 4 Alternative Certification Program.

- 6.2 Having met the eligibility requirements of Section 2 of this document, candidates may be selected for participation in the Regional 4 Alternative Certification Program at any time.
- 6.3 Prior to the first day of instruction, program orientation shall be provided to program participants.
- 6.4 Program support provided by the Professional Support Team shall begin weekly by way of classroom observations and monthly through county support team meetings.
- 6.5 Upon assignment of a mentor, program support for the participant will be provided.
- 6.6 The six one-hour program of study modules (totaling six college hours), provided by institutions of higher education, will be taught during the school term with three modules being offered in the fall semester and three modules being offered in the spring semester, according to the IHE's instructional calendar. Because participants may be enrolled at different times during the instructional year, participants will immediately enroll in the module being currently taught and will continue course work until all six modules have been completed.
- 6.7 Because participants may be enrolled at different times during the instructional year, the Professional Support Team shall meet with program participants prior to the conclusion of the current school year to review program progress and/or verify completion of the documentation and evidence for submission of verification of their completion to the WVDE.
- 6.8 Upon the successful completion of a teacher's participation in the WVBE-approved alternative program for the education of teachers, the Professional Support Team shall verify completion of the following documentations/evidence and submit verification of their completion to the WVDE.
- 6.9 The following sample calendar/timeline would apply to participants beginning the alternative certification program beginning at the start of the academic year and is dependent on the specific school district calendar.

<b>Sample Calendar of Events / Timeline</b>	
August	<ul style="list-style-type: none"> <li>• Professional Support Team Training</li> <li>• Mentor Selection</li> <li>• County Level Participant Orientation</li> <li>• School Level Participant Orientation</li> <li>• Lab Training Completed if Required</li> <li>• Module I - Children with Exceptionalities (3 hours)</li> <li>• Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> </ul>
September	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> <li>• Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• Participant Observation of Experienced Teacher</li> <li>• County Mentor Support (Ongoing)</li> </ul>
October	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> <li>• Weekly Observations</li> <li>• First Performance Assessment</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> </ul>
November	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> <li>• Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• Participant Observation of Experienced Teacher</li> <li>• County Mentor Support (Ongoing)</li> </ul>
December	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> <li>• Weekly Observations</li> <li>• Second Performance Assessment</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> </ul>
January	<ul style="list-style-type: none"> <li>• Module II - IEPs and Transition Planning (1 hour)</li> <li>• Bi-Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• Participant Observation of Experienced Teacher</li> <li>• County Mentor Support (Ongoing)</li> </ul>
February	<ul style="list-style-type: none"> <li>• Module II - IEPs and Transition Planning (1 hour)</li> <li>• Module III - Assessment (1hour)</li> <li>• Bi-Weekly Observations</li> </ul>

	<ul style="list-style-type: none"> <li>• Third Performance Assessment</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> </ul>
March	<ul style="list-style-type: none"> <li>• Module III - Assessment (1 hour)</li> <li>• Module IV Literacy</li> <li>• Bi-Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> </ul>
April	<ul style="list-style-type: none"> <li>• Module IV Literacy</li> <li>• Bi-Weekly Observations</li> <li>• Fourth Performance Assessment</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• County Mentor Support (Ongoing)</li> <li>• Professional Development (Ongoing)</li> <li>• Summative Review and Evaluation (County Support Team)</li> </ul>
May/June	<ul style="list-style-type: none"> <li>• Bi-Weekly Observations</li> <li>• Monthly Support Team Meeting with Participant</li> <li>• Professional Development (Ongoing)</li> <li>• County Mentor Support (Ongoing)</li> <li>• Upon Successful Participant Completion, Submit Verification of Program Completion and Recommendation for Licensure</li> </ul>

Participant observations and evaluation included in timeline are in addition to those required by WVBE Policy 5310.

## **7. Evaluation and Recommendation for Licensure**

7.1 At the conclusion of an approved alternative program for the education of special education teachers, the approved education provider shall prepare a comprehensive evaluation report on the alternative program teacher's performance. A comprehensive evaluation report, submitted to the State Superintendent of Schools, shall contain a recommendation regarding professional licensure of the alternative program teacher. The report shall be made on one or more of the State Superintendent's forms.

7.2 Recommendations. The comprehensive evaluation report shall include one of the following recommendations:

7.2.1 **Approved:** Recommends issuance of a professional teaching certificate to include the name of the teacher and the endorsement(s)

and grade levels for licensure as listed in Appendix A of Policy 5202;  
or

7.2.2 Insufficient: Recommends that a professional teaching certificate not be issued but that the candidate be allowed to seek reentry on one or more occasions in the future to an approved alternative program for the education of teachers; or

7.2.3 Disapproved: Recommends the following:

7.2.3.1 A professional teaching certificate not be issued to the alternative program teacher; and/or

7.2.3.2 The alternative program teacher will not be allowed to enter into another approved alternative program for the education of teachers in West Virginia; and/or

7.2.3.3 The alternative program teacher will not be prohibited from pursuing teacher certification through a traditional route in other approved programs for the education of teachers in West Virginia.

7.3 Rights of the alternative program teacher. The approved education provider shall provide the alternative program teacher with a copy of the alternative program teacher's written evaluation report and recommendations *before* the approved education provider submits the report to the State Superintendent of Schools.

7.4 The alternative program teacher has the right to appeal the alternative certification program provider's recommendation, provided:

7.4.1 The written appeal is in accordance with the certification appeals process established by the WVBE for alternative programs for the education of teachers; an

7.4.2 The written appeal is submitted within fifteen days of the alternative certification program teacher's receipt of the alternative program provider's recommendation.

7.5 Evaluation: Evaluations of teachers in an alternative program for the education of special education teachers. The professional support team shall provide written evaluation reports of each alternative program teacher and submit copies of each report to the alternative program provider prior to the first day of the final full

month of the school year in the teachers' first year of participation in the program. Evaluations shall be conducted at designated times throughout each teacher's first year participating in the alternative program, and at a minimum, every six to eight weeks, at the discretion of the professional support team and in collaboration with the school principal. Evaluation reports shall be submitted to WVDE using a form designed by the alternative program provider and approved by the principal.

Progress evaluations shall also meet the following criteria

7.5.1 Each evaluation report shall describe an alternative program teacher's progress toward meeting the alternative program's academic and performance standards and including the results of the performance assessments. A verification checklist will be included with the application for renewal and/or application for licensure.

7.6 At the conclusion of an approved alternative program for the education of special education teachers, the approved education provider shall prepare a comprehensive evaluation report on the alternative program teacher's performance using the following as guidance.

7.6.1 A comprehensive evaluation report, submitted to the State Superintendent of Schools, shall contain a recommendation regarding professional licensure of the alternative program teacher. The State Superintendent of Schools shall develop standard forms for this report, and the report shall be made on one or more of the State Superintendent's forms. The recommendation shall include the signature of the program teacher, the principal, the district superintendent, and at least one other member of the Professional Support Team.

7.6.2 All final decisions on the progress of an alternative program teacher shall rest with the principal.

7.7 A county board shall renew an alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the applicable alternative education program and until he or she completes the alternative certification program.

7.8 An alternative program teacher is subject to the same force reduction rules and procedures as any other employee, except those that relate to seniority. In no event will an alternative program teacher displace a professional educator as defined in W. Va. Code §18A-1-1.

**REGION 4 ALTERNATIVE CERTIFICATION PROGRAM  
FOR SPECIAL EDUCATION**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**LEAD AGENCY  
NICHOLAS COUNTY SCHOOLS, SUMMERSVILLE, WEST VIRGINIA  
AND**

**Collaborative Partners  
BRAXTON COUNTY SCHOOLS, SUTTON, WEST VIRGINIA  
FAYETTE COUNTY SCHOOLS, FAYETTEVILLE, WEST VIRGINIA  
GREENBRIER COUNTY SCHOOLS, LEWISBURG, WEST VIRGINIA  
POCAHONTAS COUNTY SCHOOLS, MARLINTON, WEST VIRGINIA  
WEBSTER COUNTY SCHOOLS, WEBSTER SPRINGS, WEST VIRGINIA  
REGIONAL EDUCATION SERVICE AGENCY 4 (RESA 4)  
MARSHALL UNIVERSITY**

**Introduction**

This Memorandum of Understanding (MOU) is entered into by and between the collaborative partners listed below who have organized for the purpose of fulfilling the requirements of an alternative certification program for the training of special education teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

**Collaborative Partners**

- |  |   |
|--|---|
| A. Nicholas County Schools<br>400 Old Main Drive<br>Summersville, WV 26651                         | B. Braxton County Schools<br>98 Carter Braxton Drive<br>Sutton WV 26601         |
| C. Fayette County Schools<br>111 Fayette Avenue<br>Fayetteville, WV 25840                          | D. Greenbrier County Schools<br>197 Chestnut Street<br>Lewisburg, WV 24901      |
| E. Pocahontas County Schools<br>926 Fifth Avenue<br>Marlinton, WV 24954                            | F. Webster County Schools<br>315 South Main Street<br>Webster Springs, WV 26288 |
| G. Regional Education Service Agency 4<br>(RESA 4)<br>404 Old Main Drive<br>Summersville, WV 26651 | H. Marshall University<br>1 John Marshall Drive<br>Huntington, WV 25755         |



## **Relationship between the Partners**

- A. This is a voluntary collaboration of key collaborative agencies intended to fulfil the requirements of an alternative certification program for the training of special education teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.
- B. This MOU shall be deemed to recognize a joint venture intended to fulfil the requirements of an alternative certification program for the training of special education teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.
- C. Unless otherwise noted, this MOU shall be for three years to exist annually from July 1 to June 30 beginning from the date of program approval by the West Virginia Board of Education and can be renewed two additional times for a total of three years.
- D. If the partnership agreement needs substantial revision(s), the lead district will resubmit to the ACEPPRB for approval of the revised program/agreement.
- E. All activities undertaken pursuant to this MOU will be conducted in accordance with the laws of the State of West Virginia and the policies of the State Board of Education.

## **Purpose**

- A. The purpose of this program is to create an alternative means for a qualified person to earn a professional teaching certificate by authorizing participating school districts to offer a rigorous alternative program for special education teacher certification in partnership with regionally accredited higher education institutions (Marshall University) and a regional education service agency (RESA 4) all under the supervision of the West Virginia Board of Education (WVBE).

## **Required Components of an Alternative Certification Program Agreement**

1. **Criteria for Determining Enrollment Eligibility:** Procedures and criteria for determining whether a person is eligible, pursuant to W. Va. Code §18A-3-1f, to enroll in the alternative program for the education of special education teachers; eligibility criteria must include, but not be limited to, the following:
  - Possess a minimum of a bachelor's degree from a regionally accredited institution of higher education, and
  - Pass the same basic skills and subject matter test or tests required by the WVBE for traditional program candidates to become certified in the special education area for which he/she is seeking licensure, and

- Prior to being hired at the district level as an alternative program participant, program candidates in a general education teaching path of a WVBE-approved program for alternative certification must submit to WVDE and to the alternative program provider passing scores on pre-professional skills test or tests or evidence of a qualifying exemption as described in Policy 5202. At the conclusion of the WVBE-approved alternative certification program for the education of teachers, teachers in the special education teaching path shall be required to meet the proficiency score (s) on the appropriate state competency exam(s) in pedagogy and achieve passing scores on the special education certification test or tests required by the WVBE (Praxis II Exams specified in section 1.2), and
- Hold United States citizenship; and
- Be of good moral character; and
- Be physically, mentally, and emotionally qualified to perform the duties of a teacher; and
- Attain the age of eighteen years on or before October 1 of the year in which the alternative program teacher certificate is issued; and
- Receive a formal offer of employment from a county superintendent in an area of critical need and shortage and by a school or school district that is a member of an approved educational provider; and
- Possess either transcripts reflecting an academic major in the same as or similar to the subject matter which the alternative program candidate is being hired to teach; and
- Qualify for employment in the public schools of West Virginia after a criminal history check is made pursuant to W. Va. Code §18A-3-10; and
- Meet other requirements for teacher licensure pursuant to Policy 5202 and W. Va. Code §18A-3-1.

**2. Vacancy Requirements:** A candidate for the alternative certification program for the training of special education teachers may be accepted only when a vacancy must be advertised at least twice (ten working days) pursuant to W. Va. Code §18A-3-1a, and if no certified teacher applies.

**3. Formal Offer of Employment:** When a district has met the vacancy requirements of this program (see section 2. of this document) and the candidate has met the eligibility criteria for the alternative certificate program for special education teachers, then the program candidate may receive a formal offer of employment in the critical area in which an endorsement is sought pending completion by the candidate of

- All parts of the applicant information page of the WVDE Alternative Certification form, and
- All parts of the Employing County information on the Alternative Certification form including the county verification of employment, school, assignment,

assignment effective date, endorsement area, and county superintendent's signature, and

- All parts of the Institution of Higher Education information on the Alternative Certification form including the College/University recommendation for and Alternative Certification Permit, program, enrollment endorsement area(s) verified, and appropriate College/University official's signature.

#### **4. Methods and Sources of Instruction:**

- Alternative certification candidates will complete six semester credit hours of instruction to include, but not be limited to, the following: student assessment, development and learning, curriculum, classroom management, use of educational computers, technology, special education and diversity, delivery of instructional services to students with disabilities, developing Individualized Education Plans (IEP) with WVBE content standards and objectives, differentiated instruction, school and IDEA law, behavioral interventions and support. All candidates will receive instruction in teaching literacy as part of the six credit hours of instruction provided through Marshall University. (See Appendix B, Module 4 Syllabus).
- All candidates must complete six semester hours of instruction, delivered through six one-hour units of instruction to be offered during the calendar year. Upon enrollment in the alternative certification program, all candidates will immediately enroll in either the Marshall University program of study and will continue in the program of study until all six semester hours have been completed. Candidates can choose to complete the six semester hours of instruction through Marshall University. Syllabi for the six semester hours of program instruction are included in this application (see Appendix B).
- This WVBE-approved alternative certification program for the education of teachers will provide instruction through nontraditional methods including a series of modules covering the various topics, electronically delivered instruction, summer sessions, and job-embedded mentoring.
- A copy of each course syllabus for each participating institution of higher education is provided in Appendix B of this document.
- The following program of study calendar/timeline would apply to participants beginning the alternative certification program beginning at the start of the academic year and is dependent on the specific school district calendar.

Sample Program of Study Calendar of Events / Timeline	
August	<ul style="list-style-type: none"> <li>• Lab Training Completed if Required</li> <li>• Module I – Children with Exceptionalities (3 hours)</li> </ul>
September	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> </ul>
October	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> </ul>
November	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> </ul>
December	<ul style="list-style-type: none"> <li>• Module I – Children with Exceptionalities (3 hours)</li> </ul>
January	<ul style="list-style-type: none"> <li>• Module II- IEPs and Transition Planning</li> </ul>
February	<ul style="list-style-type: none"> <li>• Module II- IEPs and Transition Planning</li> </ul>
March	<ul style="list-style-type: none"> <li>• Module III - Assessment</li> </ul>
April	<ul style="list-style-type: none"> <li>• Module III - Assessment</li> </ul>
May/June	<ul style="list-style-type: none"> <li>• Module IV Literacy</li> </ul>

#### 4b. Program of Study - Elementary/Secondary Literacy

- If the alternative program teacher will be teaching children in elementary school, he/she will receive instruction specifically regarding early literacy. If the alternative program teacher will be teaching students in middle or high school, he/she will receive instruction specific to secondary literacy. Completion of the six semester credit hours of instruction is required by candidates for all alternative certification programs. Syllabi for the six semester hours of program instruction are included in this application (see Appendix B).

#### 4c. Program of Study – Instruction of Lab Based/Experiential

- Prior to the first day of student instruction, participants who will be instructors of lab based activities in experiential settings will be required to also complete the Flinn Lab Safety Course for Middle School or High School depending on their secondary teaching assignment (see <https://wvde.state.wv.us/instruction/sciresources.html>) and are required to complete and earn the Flinn Lab Safety Course certification in order to demonstrate proficient knowledge and skills to safely and adequately teach in a lab setting. The Flinn Lab Safety Safety Course is a WVDE approved training course that includes, but is not limited to, the following topics: student and staff safety, lab safety, lab management, and instructional procedures for the lab setting. Upon completion of the Flinn Lab Safety Course for Middle School or High School, the certificate of completion must be submitted by the participant to the county personnel director.

5. **Training, Support, and Supervision:** Alternative certification program participants will receive training, support and supervision.

- Prior to the first day of instruction, orientation for alternative certification program participants will be provided at the county level and will include: policies, procedures, issues of finance, items specific to personnel matters, Employee Code of Conduct, Mandatory Reporting, and Risky Behaviors. These sessions will be held at the county office as the employees are hired.
- Prior to the first day of instruction, orientation for alternative certification program participants will be provided at the school level and will include: school-specific policies, procedures, evaluation system, courses and scheduling, etc. Training will be arranged at each school. County office personnel may assist in this delivery.
- The Professional Support Team shall verify completion of the following documentations/evidence and submit verification of their completion to the WVDE at the conclusion of a teacher's participation in the WVBE-approved alternative program for the education of teachers.
  - Team members and evidence of training of the Professional Support Team.
  - Copies of notes for monthly meetings of the Professional Support Team.
  - Copies of weekly observation notes for each alternative program teacher reflecting the supervisory activities (observations, observation meetings, etc.) team members completed with the alternative program teacher during the teacher's first semester of his/her first year in the alternative certification program. Copies of bi-weekly observation notes for each alternative program teacher reflecting the supervisory activities (observations, observation meetings, etc.) team members completed with the alternative program teacher during the teacher's second semester of his/her first year in the alternative certification program. Observations of at least fifteen minutes will be completed by a member of the county support team on a rotating basis using the WVDE Standards-Focused Classroom Observation Form (<https://wvde.state.wv.us/instruction/observation-form.html>).
  - Copies of any other documentation the Professional Support Team may have in regard to each teacher's progress in the alternative program.
- At the conclusion of a teacher's participation in the alternative program, a copy of the alternative program teacher's final evaluation recommendation.
- A detailed list of the academic and performance standards by which the alternative certification program teacher(s) will be evaluated shall include but not limited to performance assessments as described in the following
- The Alternative Program Academic and Performance Standards are the West Virginia Professional Teaching Standards (WVPTS) which can be found at on the West Virginia Department of Education website at <https://wvde.state.wv.us/certification/educatorprep/standards.php>.

- In addition to teacher observations required by the educator evaluation system, four (one every eight weeks) performance assessments will be required of each program teacher during his/her first year in the alternative certification program.
- A performance assessment will consist of a minimum of a forty-five (45) minute observation to be completed by the building principal and completion of the Alternative Program Academic and Performance Standards Rubric, completed by the building principal. The performance assessment observation form, Alternative Program Academic and Performance Standards (WVPTS) Rubric, to be used by the principal for each performance assessment, is provided in Appendix A.
- An alternative program teacher will observe in the classroom of a mentor or other experienced teacher(s) for a least one forty-five (45) minute period three (3) times during his/her first year in the alternative certification program.

**6. Academic and Performance Standards:** A detailed list of the academic and performance standards by which the alternative certification program teacher(s) will be evaluated shall include but not limited to the Alternative Program Academic and Performance Standards are the West Virginia Professional Teaching Standards (WVPTS) which can be found at on the West Virginia Department of Education website at <https://wvde.state.wv.us/certification/educatorprep/standards.php>. The Alternative Program Academic and Performance Standards (WVPTS) Rubric, to be used for each performance assessment, is provided in Appendix A. In addition to teacher observations required by the educator evaluation system, a minimum of three (3) performance assessments will be required of each program teacher during his/her first year in the alternative certification program. A performance assessment will consist of a minimum of a forty-five (45) minute observation to be completed by the building principal and completion of the Alternative Program Academic and Performance Standards Rubric, completed by the building principal.

**7. Selection and Training of Professional Support Teams:**

- Professional Support Team. A WVBE-approved alternative program for the education of teachers shall provide a professional support team whose structure is consistent with the induction model that the partnership's participating school or schools follow for supporting, supervising, inducting, and mentoring a beginning teacher, as described in the district's plan of Support for Improving Professional Practice (WV SIPP) pursuant to W. Va. Code §18A-3C-3. Professional Support Teams will consist of the following members:
  - District level programmatic director or superintendent designee, and
  - District school level administrator, and
  - District Instructional Coaches, Technology Integration Specialists (TISs) and/or Special Education Specialists will provide job-embedded support throughout the year. District instructional coaches will be selected with the

following criteria: knowledge of content and programmatic level, ability to work with adults, and adequate experience and certification, and

- District mentor teachers will be selected to provide support to beginning teachers. Mentor teachers will be trained at the state level and have a minimum of five years teaching experience, three years within the employing county. All efforts will be made to ensure the assigned mentor teacher has knowledge of content and programmatic levels as well as proximity to the beginning teacher.
- The Professional Support Team shall be trained by and in coordination with the West Virginia Center for Professional Development. Team members will meet monthly with the participating teacher to monitor the participating teacher's progression, provide feedback, offer an opportunity for the participating teacher to reflect on his/her own progression and identify or request additional support needed.

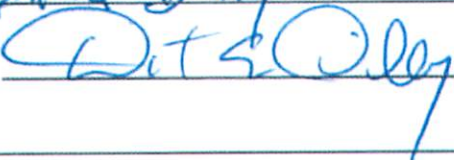
- 8. Program of Study Tuition and Charges:** Institutions of Higher Education (Marshall University) will determine tuition costs for the six one-hour modules. The same six modules of instruction will be offered by Marshall University. The participant may choose a program of study with either institution of higher education. The cost will not exceed the regular tuition for six graduate hours of course work as outlined in this proposal in accordance with W. Va. Code §18A-3-1c. There will be no other tuition or instruction costs for the education of program candidates pursuant to W. Va. Code §18A-3-1c.
- 9. Contract Renewal:** A county board shall renew an alternative program teacher's contract from year to year as long as he/she makes satisfactory progress in the applicable alternative education program and until he or she completes the alternative certification program. An alternative teaching certificate may be renewed by application annually two times (for up to three years in the Alternative Certification Program) as long as the alternative program teacher makes satisfactory progress as described in §126-161-3.1.e of State Board Policy 5901. An alternative program teacher is subject to the same force reduction rules and procedures as any other employee, except those that relate to seniority. In no event will an alternative program teacher displace a professional educator as defined in W. Va. Code §18A-1-1.
- 10. Prohibited Acts:** A partnership may not implement an alternative program until the partnership's alternative program has been approved by the WVBE. A school or school district may not employ, or make a formal offer of employment to any person for the purpose of his or her participation in an alternative certification program unless the alternative certification program is approved by the WVBE and the school or school district is a member of the partnership that is operating the alternative certification program. A school or school district may not continue to employ an alternative program

teacher unless he or she makes satisfactory progress in the alternative certification program for which he or she is enrolled.



**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Braxton County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name David Dilly  
Superintendent's Signature   
Date 5-31-16

**Statement of Assurance**  
**Region 4 Alternative Certification Program**  
**for Special Education**  
**West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Fayette County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Terry George

Superintendent's Signature Terry George

Date 5.27.14

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Greenbrier County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Sallie E Dalton

Superintendent's Signature Sallie E Dalton

Date 5/31/16

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Nicholas County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Keith A. Butcher

Superintendent's Signature Keith A. Butcher

Date 5.27.16

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by **Pocahontas County Schools** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name Terrence Beam

Superintendent's Signature Terrence Beam

Date 5-31-16

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
West Virginia School District**

This Memorandum of Understanding (MOU) is hereby entered into by Webster County Schools and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Superintendent's Name SCOTT COCHRAN

Superintendent's Signature 

Date 5-27-16

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
Institution of Higher Education**

This Memorandum of Understanding (MOU) is hereby entered into by **Marshall University** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Approving Official's Name Teresa Eagle

Approving Official's Signature Teresa Eagle

Approving Official's Title Dean, College of Education and

Date 6-1-16 Professional Development

**Statement of Assurance  
Region 4 Alternative Certification Program  
for Special Education  
Regional Educational Service Agency**

This Memorandum of Understanding (MOU) is hereby entered into by **Regional Education Service Agency 4 (RESA 4)** and program collaborating agencies (Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools, Concord University, Marshall University, and RESA 4) for the purpose of fulfilling the requirements of the Region 4 Alternative Certification Program for the training of teachers as outlined in West Virginia State Code §18A-3-1, and West Virginia State Board Policy 5901, *Alternative Certification Programs for the Education of Teachers*.

Executive Director's Name DAVID A. WARVEL

Executive Director's Signature 

Date May 27 - 2016



**APPENDIX A  
ALTERNATIVE CERTIFICATION  
ACADEMIC AND PERFORMANCE STANDARDS (WVPTS)  
RUBRIC**

STANDARD 1: CURRICULUM AND PLANNING				
Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates expert, specialized content knowledge</li> <li>collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates extensive content knowledge</li> <li>connects student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>demonstrates content knowledge</li> <li>attempts to connect student learning to other content areas</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not demonstrate sufficient content knowledge</li> <li>does not attempt to connect student learning to other content areas</li> </ul>	
Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula</li> <li>collaborates with students to design sequential learning activities that provide for varied student abilities and interests</li> <li>collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans that align instruction and assessment to the state approved curricula</li> <li>designs sequential learning activities that provide for varied student abilities and interests</li> <li>designs activities that promote student collaboration, critical thinking, and problem solving</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>designs written instructional plans aligned to the state approved curricula</li> <li>designs sequential learning activities at appropriate developmental levels</li> <li>designs activities that promote student collaboration</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not design written instructional plans</li> <li>does not design instructional plans and/or units that are driven by state-approved curricula</li> <li>does not design sequential learning activities at appropriate developmental levels</li> <li>does not design activities that promote student collaboration</li> </ul>	

Element 1.3: The teacher uses a balanced assessment approach to guide student learning.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals</li> <li>• collaborates with students and others to clearly define and communicate assessment criteria</li> <li>• shares assessment data and provides timely feedback to students and other stakeholders</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• designs and uses formative and summative assessments to monitor student progress and set learning goals</li> <li>• clearly defines and communicates assessment criteria</li> <li>• shares assessment data and provides timely feedback to students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• designs and uses formative and summative assessments</li> <li>• communicates assessment criteria</li> <li>• shares assessment data with students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not use formative and summative assessments</li> <li>• does not communicate assessment criteria</li> <li>• does not share assessment data or provide feedback to students</li> </ul>	
<b>STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT</b>				
Element 2.1: The teacher understands and responds to the unique characteristics of learners.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>• plans and implements differentiated learning activities with students</li> <li>• helps colleagues understand the unique characteristics of all learners</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>• plans and implements differentiated learning activities for students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>• plans and implements differentiated learning activities for some students</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</li> <li>• does not plan and implement appropriate learning activities</li> </ul>	

Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates with students to establish an effective classroom management system</li> <li>• collaborates with students to ensure appropriate behavior as defined by the code of conduct</li> <li>• organizes space and materials in a safe, highly efficient and well-designed learning environment</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• establishes an effective classroom management system</li> <li>• responds appropriately and respectfully to student behavior as defined by the code of conduct</li> <li>• organizes space and materials to ensure safety and efficiency</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• establishes a classroom management system</li> <li>• responds inadequately to student behavior as defined by the code of conduct</li> <li>• organizes space and materials to ensure safety</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not implement an effective classroom management system</li> <li>• does not respond to student behavior as defined by the code of conduct</li> <li>• does not organize space and materials to ensure safety</li> </ul>	
Element 2.3: The teacher establishes and maintains a learner-centered culture.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• establishes with students clear criteria for high-quality work</li> <li>• collaborates with students to maximize instructional time</li> <li>• engages students in active, self-directed learning as part of a community of learners</li> <li>• provides extensive opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• sets and communicates clear criteria for high-quality work</li> <li>• uses instructional time efficiently</li> <li>• engages students in active learning</li> <li>• provides adequate opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• sets criteria for high-quality work</li> <li>• uses instructional time with limited efficiency</li> <li>• engages students in learning</li> <li>• provides limited opportunities for students to collaborate in learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not establish criteria for quality work</li> <li>• does not use instructional time efficiently</li> <li>• does not engage students in learning</li> <li>• does not provide opportunities for students to collaborate in learning</li> </ul>	
STANDARD 3: TEACHING				

Element 3.1: The teacher utilizes a variety of research-based instructional strategies.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• collaborates with students to use an extensive variety of effective instructional strategies to deliver content</li> <li>• collaborates with students to provide scaffolding and differentiated instruction</li> <li>• extensively uses appropriate technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a variety of effective instructional strategies to deliver content</li> <li>• demonstrates adequate use of scaffolding and differentiated instruction</li> <li>• adequately uses technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• uses a limited variety of effective instructional strategies to deliver content</li> <li>• demonstrates limited use of scaffolding or differentiated instruction</li> <li>• demonstrates limited use of appropriate technology to deliver content</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not use effective instructional strategies to deliver content</li> <li>• does not scaffold or differentiate instruction</li> <li>• does not use appropriate technology to deliver content</li> </ul>	
Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• facilitates student led learning activities leading to deep understanding of the content</li> <li>• encourages students to initiate or adapt learning activities to deepen understanding</li> <li>• provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding</li> <li>• explains directions and procedures clearly and models them when necessary</li> <li>• provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• provides learning activities relevant to the content</li> <li>• explains directions and procedures</li> <li>• provides students with limited opportunities to collaborate using appropriate technologies</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not provide learning activities that are relevant to the content</li> <li>• does not provide meaningful activities</li> <li>• does not explain directions and procedures</li> <li>• does not provide students opportunities to collaborate</li> </ul>	

Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>effectively modifies instruction to meet the needs of all students</li> <li>extensively monitors student progress using a variety of assessments</li> <li>collaborates with students and others to make instructional decisions</li> <li>extensively analyzes and uses student data to make instructional decisions</li> <li>uses a variety of formative assessments to differentiate instruction and provide effective interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>modifies instruction when need is apparent</li> <li>consistently monitors student progress using a variety of assessments</li> <li>uses student feedback to make instructional decisions</li> <li>analyzes student data to make instructional decisions</li> <li>uses a variety of formative assessments to differentiate instruction and provide appropriate interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>recognizes missed opportunities to modify instruction</li> <li>inconsistently monitors student progress using a variety of assessments</li> <li>examines student data</li> <li>uses formative assessments to provide whole-group interventions</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not modify instruction</li> <li>does not monitor student progress</li> <li>does not base instruction on a variety of assessments</li> <li>does not provide interventions based on student data</li> </ul>	
<b>STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL</b>				
Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>initiates the investigation that leads to the development of best practices</li> <li>extensively implements best practices</li> <li>mentors others in implementation of best practices</li> <li>shares results of investigation at the local, state, or national level</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>engages in professional learning to investigate best practices</li> <li>consistently implements best practices</li> <li>shares best practices within the school community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>participates in opportunities to investigate best practices when invited to do so</li> <li>inconsistently implements best practices</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not participate in Professional development of best practices as required for self-renewal</li> <li>does not implement best practices</li> <li>does not implement best practices acquired through professional development to improve unsatisfactory</li> </ul>	

			performance rating	
Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>initiates or advances the development of a collaborative team</li> <li>contributes consistently to group learning</li> <li>mentors others in utilizing the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>participates actively in and/or facilitates a collaborative team</li> <li>contributes to group learning</li> <li>utilizes the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>participates in a collaborative team when invited to do so</li> <li>attempts to utilize the knowledge and skills gained</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>works in isolation</li> <li>does not contribute productively to work of collaborative teams as required for self-renewal</li> <li>does not utilize knowledge and skills gained</li> <li>does not utilize knowledge and skills gained to improve unsatisfactory performance rating</li> </ul>	
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY				
Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>leads the ongoing development of schoolwide initiatives based on school and student data</li> <li>participates in the design and delivery of professional development for the implementation of schoolwide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>collaborates in the development of schoolwide initiatives based on school and student data</li> <li>participates in the implementation of school-wide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>participates in schoolwide initiatives</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>does not participate in school-wide initiatives</li> </ul>	

Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• develops ongoing opportunities for families to participate in classroom activities based on needs assessment</li> <li>• interacts appropriately with families within the school and community</li> <li>• utilizes theory and current research to facilitate meaningful connections between the school and family</li> <li>• develops and promotes meaningful school activities by utilizing community expertise and resources</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• offers ongoing opportunities for families to participate in classroom activities</li> <li>• interacts appropriately with families within the school setting</li> <li>• seeks relevant knowledge of the family in order to provide meaningful connections between the school and family</li> <li>• creates positive connections between the school and the community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in schoolwide family activities</li> <li>• has minimal interaction with families</li> <li>• responds appropriately to contact from families</li> <li>• occasionally connects school activities with community resources</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not attend schoolwide family activities</li> <li>• does not respond or inappropriately responds to contact from families</li> <li>• does not positively contribute to the relationship between school and community</li> </ul>	
Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.				Evidence
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<p>The teacher</p> <ul style="list-style-type: none"> <li>• involves and coaches others to implement and sustain teacher-identified change</li> <li>• takes a leadership role in growth initiatives that affect practice and policy throughout the school community</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• identifies possible areas of growth within the classroom and school</li> <li>• recommends and Facilitates opportunities for change and growth in the classroom and school</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• participates in required initiatives leading to change in practice and policy in the classroom and school</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li>• does not participate in available opportunities for change and growth that affect practice and policy</li> </ul>	



STANDARD 6: STUDENT LEARNING				
Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.				
Distinguished	Accomplished	Emerging	Unsatisfactory	Evidence
<ul style="list-style-type: none"> <li>Evidence from multiple measures consistently validates progress of student learning of appropriate state approved curricula.</li> <li>The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from multiple measures consistently validates progress of student learning of the appropriate state approved curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state approved curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from multiple measures does not validate progress of student learning of appropriate state approved curricula.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
STANDARD 7: PROFESSIONAL CONDUCT				
Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.				
	Meets Standard	Below Standard	Unsatisfactory	Evidence
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure	
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure	
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure	
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional	

**Standards 1-6:**

Renew of Alternative Certification (first year) - Teacher must receive 87% 'Emerging' status to be recommended by the superintendent for renewal of Alternative Certification permit.

If at the end of the first year Teacher received and "unsatisfactory" evaluation in three or more evaluation elements, superintendent reserves the right to terminate employment contract.

Renewal of Alternative Certification (second year) – Teacher must receive 80% accomplished status in all elements and must be considered 'Emerging' or 'Distinguished' in all other areas for the superintendent to recommend renewal of Alternative Certification (for the third and final year). An 'Unsatisfactory' evaluation in any area will result in non-recommendation by the superintendent and termination of employment contract.

Licensure - Teacher must receive 100% accomplished (or distinguished) status to be recommended/considered by the superintendent for recommendation for licensure.

**Standard 7:**

Without exception, Teacher must 'meet standards' for Professional Conduct.

**APPENDIX B  
ALTERNATIVE CERTIFICATION  
INSTITUTION OF HIGHER EDUCATION  
COURSE SYLLABUS**





**CISP 521: Children with Exceptionalities**  
**3 Hours**

**Class Meetings:** This is an online course.

**Computer Requirements:** <http://www.marshall.edu/muonline/tools.html>  
This course will be conducted through MU Online using Blackboard 9.1  
Here is the link to the Blackboard accessibility site:  
<http://www.blackboard.com/Platforms/Learn/Resources/Accessibiltv.aspx>

**Instructor** Lori Howard, Ph.D.  
Office: Room 235GC  
Office Hours: M-Thurs-11-2  
Available other times by appointment  
Email: [howardl@marshall.edu](mailto:howardl@marshall.edu)

**Course Description:** An introductory course on the learning needs and instructional approaches for the exceptional child. The course will introduce students to classroom practices for the beginning classroom teacher.

**Prerequisites:** None

**Inclement Weather:** Students can find information concerning Marshall's policy regarding inclement weather is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

**Required Textbook:**

Mastropieri, M.A., & Scruggs, T.E., (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

\*\* Please note that you may use an earlier edition of the text; however, it is your responsibility to read the correct material for the module and post to the appropriate discussion forum. There are changes in how the chapters are numbered. This course is aligned with the current (5<sup>th</sup> ed.) of the text. It comes in a loose-leaf version and as an e-text. (You do not need the access card.)

### **Relationship of Courses to Program Goals and Professional Organizations**

This course is part of the Marshall University, College of Education and Professional Development, Special Education Program for teacher licensure in the state of West Virginia for teaching students with disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for teaching individuals with emotional disturbances, learning disabilities, and intellectual disabilities.

**Notes about Online Learning:** For those of you new to online courses, be absolutely sure that you read through Module 1 located in the “Content” section of the course. Module 1 contains the syllabus and course information. Be sure to read and complete Module 1 before moving on to any other modules.

The online modules are designed to help you further explore the course material. You will note on this syllabus that modules are all open beginning on the first day of class, but close as we move closer to the end of the course. Earlier modules will no longer be available. **The materials will disappear.** Please complete the modules as assigned in the course outline. Please click on all materials in each module. Modules will include some combination of the following learning activities, and others, to address the objectives for each module:

- Guiding questions for textbook reading
- Case Studies
- Video clips
- Discussion Posts including thought questions, case study analysis, personal responses to video clips and websites, and sharing ideas and reflections with your classmates. Your responses may take the form of a direct answer, adding to a colleague’s comment, asking a related question, sharing relevant experiences or information and will be directed by specific directions within each module. Be sure to check back to modules you have already finished so that you can continue to participate in discussions.
- Web site exploration

The online learning environment is different from a face-to-face course in many ways. One of the most important differences is that the opportunity for interaction with the professor and other classmates is different from in a face to face environment. This course has been designed so that you have an opportunity to share and reflect with your classmates through mandatory discussion board posts. Though there are requirements for posting to each discussion board, you are encouraged to participate more often and engage your classmates in discussion and reflection about the pertinent topics. Please note that appropriate discussion board etiquette is expected from all class participants.

The instructor’s role in the course is to guide and focus your educational experience. Students are encouraged to email the instructor with any questions or concerns. In discussion boards the instructor will read everything and **occasionally** comment.

**\*The instructor reads email twice a day and attempts to respond within 24 hours except on weekends or holidays.**

### **Marshall University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Academic Dishonesty**

All students should be familiar with the university's policy concerning academic dishonesty. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Academic Dismissal**

All students should be familiar with the university's policy concerning academic dismissal. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Academic Probation and Suspension**

All students should be familiar with the university's policy concerning academic suspension and probation. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Academic Rights and Responsibilities of Students**

All students should be familiar with the university's policy concerning academic rights and responsibilities of students. This policy is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Affirmative Action**

This course will follow Marshall University's policy on Affirmative Action, which is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

#### **Sexual Harassment**

This course will follow Marshall University's policy on Sexual Harassment, which is located at <http://muwww-new.marshall.edu/academic-affairs/policies/>.

#### **Students with Disabilities**

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability.

Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 117, phone 304-696-2271.

Please review the Blackboard 9.1 accessibility statement at this link:  
<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

### **University Computing Services' Acceptable Use**

All students are responsible for knowing this policy, which can be found on the web at  
<http://www.marshall.edu/ucs/CS/acceptuse.asp>

### **Student Responsibilities**

Your participation and effort for each class session of are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Complete assignments using appropriate format (all papers are to be word processed, use APA format, reviewed for spelling/grammar, proofread)
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Please note that this is also a form of academic dishonesty.
- Demonstrate respect and consideration for all individuals in our community of learners. The Discussion Board will be monitored.

### **More Details of Class:**

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments will accrue a 20% penalty per day late. Late Thought Questions Posts will not be accepted. It is best to submit the assignments online through Blackboard. It is your responsibility to check Blackboard to make sure that the submission was recorded.
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6<sup>th</sup> edition. All papers should be proofread as spelling and grammar errors will result in lost points.
- We will use person-first language in our discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.
- Participation is required, assignments must be received on the due date and it is expected that you keep up with the reading assignments. Reading the textbook is a course requirement. \*Please note it is your responsibility to ensure that all communication is read, assignments are submitted properly, and to request IT Help with any technical "glitches."
- **Module Note:** Modules will close on Sundays at 12:00 p.m. (Midnight) Eastern Standard Time. Please make sure to upload all assignments before the closing date/time. Please plan ahead.

- **Assignment Note:** Please make sure to include your name on the actual document you are submitting for a grade. Additionally, if you are attaching a file as part of an assignment, please make sure to put your name in the file name. To ensure proper credit, the instructor needs to know your name.

**Nature of Course Delivery:**

This is a web-based course with online assignments. The online assignments include text, web sites to review, online videos, and web conferences.

**Evaluation (Please see table of Course Requirements for more information)**

**GRADING**

<b>Total Points Earned 600</b>	<b>Grade</b>
533-580	A
464-532	B
417-463	C
416 and Below	F



**COURSE REQUIREMENTS**

No.	Assignment	Points
1.	<u>Attendance and Participation</u> -Participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total.	
2.	<u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article posted to your assigned Discussion Forum. You are also required to provide 2 Responses to other student posts per chapter. Some modules will require more than 1 Chapter. Please plan to post 1 TQ <u>per Chapter</u> and 2 Responses <u>per Chapter</u> .	1 TQ and 2 Responses = 5 points. 12 Chapters and 24 Responses = 60 Points  <b>60 Points</b>
3.	<u>Lesson Plans</u> One comprehensive lesson plan (using the approved format) will be completed. The lesson will need to incorporate appropriate accommodations/modifications for including students with disabilities. More details will be provided in the course.	<b>60 Points</b> <b>** Major Course Assignment**</b> <b>Due in Module 4</b>
4.	<u>10-Minute Mini Lesson</u> Each student will plan, teach, and video record a 10 minute lesson. This lesson will be submitted to the video drop box. Must include a comprehensive lesson plan. More details will be provided in the course.	<b>90 Points</b> <b>**Major Course Assignment**</b> <b>Due in Module 6</b>
5.	<u>Module Activities</u> -Each learning module has learning activities (website reviews, quizzes, classroom mgmt. plan, and other assignments that have an assigned point value.) As these activities are completed and submitted, points will accrue. Activities must be completed prior to the module closing date.	Points per module vary between 5-35 depending upon the activities. <b>160 Total Module Points</b>
6	<u>Reflection Journal</u> -Throughout the module work, students are asked to write a reflection and post it to their reflection journal. Each module also has a reflection activity. The module reflection can be copied/pasted in to the reflection journal.	10 points per reflection entry (6 entries x 10 for the reflection journal) <b>60 points</b>
7.	<u>Final Exam</u> -This will be a combination of short answer and multiple choice questions.	<b>150 Points</b>
	NOTES: Late Thought Question Posts will not be accepted and points will be deducted from any other late assignments. Please plan ahead.**Note the instructor reserves the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations, or other student efforts that merit recognition.	<b>580 TOTAL POINTS AVAILABLE</b>

### COURSE OUTLINE/SCHEDULE

Date	Modules and Topic	Learning Activities <b>Reading Assignments</b>	Assignments Due
Weeks 1-2	Mod 1: Course Introduction and Introduction to Inclusion	Mod 1: Read Syllabus/Complete Quiz, Post Video Intro to Discussion Board, Email Instructor, Complete KWL Reading Assign: Chaps 1-2 in text. Review web links, videos, and complete module activities	<i>Make sure to post 1 TQ per chapter and 2 Responses to your assigned Discussion Forum</i> <b>Module Closes Sunday, May 10</b>
Weeks 3-4	Mod 2: Teaching Learners with Exceptionalities & Co-teaching	Reading Assign: Chaps 3, 4, & 5 in text. Review web links, videos, and complete module activities <b>**Submit Quiz.</b> Reading Assign: Co-Teach chapter and article in module.	Make sure to post 1 TQ per chapter and 2 Responses from the reading. Please note that you will also read an article and chapter on co-teaching. You need to compose 1 TQ for one of those, too. <b>Module Closes Sunday, May 24</b>
Weeks 5-6	Mod 3; Instruction, Planning, Classroom Mgmt. & Social Skills	Reading Assign: Chap 6 & 8 in text Review web links, videos, and complete module activities. <b>**Submit Classroom Management Plan.</b>	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i> <b>Module Closes Sunday, June 7</b>
Weeks 7-8	Mod 4: Inclusive Strategies with Peers & Motivation	Reading Assign: Chap 9 & 10 in text. Review web links, videos, and complete module activities. <b>**Submit Quiz</b> <b>* Lesson Plan Due</b>	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i> <b>Module Closes Sunday, June 21</b>
<b>***</b>	<b>June 29-July 4</b>	<b>***SUMMER BREAK***</b>	
Weeks 9-10	Mod 5: Memory and Attention	Reading Assign: Chap 11 in text. Review web links, videos, and complete module activities.	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i> <b>Module Closes Sunday, July 12</b>
Weeks 11-12	Mod 6: Study, Test-Taking Skills, & Assessment	Reading Assign: Chap 12 & 13 in text. Review web links, videos, and complete module activities. <b>*10-Minute Video Lesson Due</b>	<i>Make sure to post 1 TQ per chapter and 2 Responses to Discussion Forum</i> <b>Module Closes Sunday, July 26</b>
Week 12	<b>FINAL EXAM DUE</b>		<b>FINAL EXAM DUE</b> <b>Sunday, July 26</b>

## COURSE MAP

<b>Course Objectives</b>	<b>Learning Activities (What you will do.)</b>	<b>Assessments (How you will be assessed on the material.)</b>
<b>Students will be able to:</b>		
1. Describe and articulate the importance of using evidence-based instructional strategies for all learners, including those with mild-moderate disabilities.	Read Textbook View Videos Discussion Review IEP Documents	Final Exam
2. Describe and implement strategies for inclusion including: models of co-teaching, collaboration, classroom management.	Read Textbook View Videos Discussion Complete Terms and Acronyms Worksheet	Lesson Plan Assignment Final Exam Classroom Management Plan
3. Describe and implement research-based strategies in self-regulation and metacognition, study skills, test-taking skills, attention, memory, and motivation for individuals with mild-moderate disabilities.	Read Text book Discussion	Final Exam
4. Describe and implement research-based strategies for peer mediation, including peer tutoring, PALS, and cooperative learning, for individuals with mild-moderate disabilities;	Read Text book View Videos Complete IRIS Module Discussion	Quiz Final Exam
5. Develop and implement lesson plans incorporating research-based strategies and addressing good planning practices including: accommodations, modifications, state/national standards, instructional sequencing, methods of assessment, and reflection practices.	Read Text book View PPT on Lesson Plans View Videos Discussion	Lesson Plan Assignment 10-Minute Lesson Video Reflection Journal
6. Describe and use variables related to effective design of instruction including: PASS and SCREAM.	Read Text book View videos Discussion	Lesson Plan Assignment 10-Minute Lesson Video Final Exam
7. Develop and implement strategies in curriculum and strategies to correspond with the West Virginia Next Generation Standards.	Read Text book View Videos Complete Lesson Plan	Lesson Plan Assignment 10-Minute Lesson Video

## Thought Questions

**Purpose:** The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

**Instructions:** After reading each week’s assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ’s will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 1 questions (total) should not exceed 1 page.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

### Mastropieri and Scruggs Chapter 7

*This chapter is titled classroom management and I understand why having well-behaved students makes instruction easier. In the section that discusses rewards, punishment, and managing behavior the authors suggest “ignoring” disruptive behavior or off task behaviors. I have tried this in my fourth grade classroom by focusing attention on the students who are on task by complimenting them. The other students’ behavior continues to be off task and sometimes gets louder. Ignoring doesn’t seem to work. What should I do?*

### Mastropieri and Scruggs Chapter 8

*This section provides lots of information on how to use different cooperative learning strategies. It discusses snowball, think/pair/share and jigsaw. I tried to use the think/pair/share with my 3<sup>rd</sup> grade class during a science lesson. Most of the groups did a nice job with sharing the lab results, but two groups kept discussing the results from American Idol. They would not focus on the science lesson. Should I change the students in the pairs? If so, how often?*

## **Lesson Planning Assignments**

**Purpose:** The purpose of this assignment is for students to apply concepts and strategies addressed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

**Instructions:** There will be a total of 2 lesson plans created and submitted for review. One lesson plan will be an individual assignment. Another lesson plan will be submitted with the 10-Minute Mini Video Lesson. While the lesson plan has specific requirements, creativity is encouraged. You may also use cooperative learning or PALS activities in any of the lessons.

**Important:** You must use the approved lesson plan templates which are located on MU Online in Module 3 labeled "Approved Lesson Plan." There is also a completed Lesson Plan as an example. It is for a high school physics lesson.

**Other Information:** You will be required to access the West Virginia Department of Education website to identify appropriate CSOs or Next Generation Standards. There is a link to the Standards page located in Module 3.

**Evaluation:** The individual lesson plan is worth **60 points**. The Lesson Plan assignment will be submitted in **Module 4**. The lesson plan included with the 10-Minute Mini Video lesson is worth **30 points**. Please see the 10-Minute Mini Video lesson assignment for complete details. The entire template must be completed. The Lesson Plan Assignment will be judged on the following:

- WV CSO or Next Generation Standards stated and written out (instruction must address this.) **3 Points**
- Class and Number of Students (must include sped students) completed **2 Points**
- Rationale of Instruction appropriately addressed. **5 Points**
- Daily Lesson Objectives (must be stated in SWBAT terms appropriately) **5 Points**
- Essential Question(s) appropriately addressed. **5 Points**
- Accommodations/modifications needed to include students with disabilities. **5 Points**
- Evaluation including both Summative and Formative assessments. Must clearly state how you will know that the learners have learned what was being taught **10 Points**
- Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners. Must include approximate times for lesson activities. **15 Points**
- Resources/Materials must be listed and may include technology. **5 Points**
- Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction. **5 Points**

### **10-Minute Mini-Lesson Video Assignment**

**Purpose:** The purpose of this assignment is for students to apply concepts and strategies addressed in the course in teaching a 10-minute mini lesson. This assignment provides an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching. This assignment will be due in Module 6.

**Instructions:** This assignment has 3 parts. You will create a lesson plan for 10 minutes using the approved lesson format. You will then video yourself teaching this lesson. Finally, you will view the video and reflect upon the lesson you taught using SCREAM variables to structure your self-analysis.

**Part 1-**Students will create a lesson plan using the approved lesson plan format which includes addressing accommodations/modifications for students with disabilities.

**Part 2-**Students are to video record themselves teaching a 10-minute mini lesson that they have planned. The lesson should focus on content they are teaching or plan to teach in the future and *must include one of the following* strategies useful in inclusive classrooms:

- Mnemonic
- Test-Taking strategy
- Note-Taking strategy
- Graphic Organizer

**Video-Recording:** You may video record yourself in a classroom, though no children's faces should be shown. For many of you, it is acceptable to record yourself doing the lesson without a student present or if you need to have a focus for the instruction to use a placeholder (stuffed animal, picture of the child). You should look into the camera and teach the lesson. You can record as many attempts as you want. You only need to submit one 10-minute video to the video drop box.

The Video Drop Box is located on the main menu bar to the left (it is green) once you log into the course site. There are also directions for using an iPhone or iPad camera, too. Please feel free to contact the IT Help desk for any technical support. The directions for uploading the file are pretty easy to follow but make sure to review the directions before beginning to upload the file. Please make sure to review those as it does matter what position you place the camera in.

When you go to save the file to upload to the Video Drop Box, please label your file with the following:

**YOUR FIRST NAME, YOUR LAST NAME and CISP 510** so I know which video belongs to which student. For example, I would label my video **LORI HOWARD CISP 510**

**Part 2-**Please write a 2-3 page reflection on your teaching. Please make sure to answer the following questions and *rate yourself* on how well you think you did. The reflection (narrative) will be submitted as an assignment in Module 6.

1. Please address each of the SCREAM variables in the lesson.
  - S-Structure**-How was the lesson structured and would you make any changes?
  - C-Clarity**-Were directions and explanations clear and understandable?
  - R-Redundancy**-Did you provide directions/examples in more than one way? How?
  - E-Enthusiasm**-How did you show enthusiasm?
  - A-Appropriate Rate**-How was your pacing? Too fast? Too slow?
  - M-Maximize Engagement**-What activities did you do to engage the learners?
2. How do you think the overall lesson went and why? Please make sure to provide examples.
3. Would you change anything and why?

**Evaluation:** This assignment is worth **90 points**. All parts of this assignment are due in Module 6. The following is how the assignment will be judged:

<b>Part 1 Lesson Plan</b>	<b>30 Points Total</b>	
WV CSO or Next Generation Standards stated		2 Points
Class and Number of Students (must include sped students)		2 Points
Rationale of Instruction appropriately addressed.		2 Points
Daily Lesson Objectives		3 Points
Essential Question(s) appropriately addressed.		3 Points
Accommodations/modifications needed.		3 Points
Evaluation including both Summative and Formative assessments		5 Points
Instructional Sequence is appropriate to objectives of lesson.		8 Points
Resources/Materials must be listed and may include technology.		2 Points

<b>Part 2 Video Recording:</b>	<b>45 Points Total</b>
Structure of Lesson	5 Points
Clarity of Lesson	5 Points
Redundancy within Lesson	5 Points
Teacher Enthusiasm	5 Points
Appropriate Rate (pacing/timing)	5 Points
Lesson Maximizes Engagement	5 Points
Evidence of Differentiated Instruction	5 Points
Appropriate Instructional Methods (Chosen from list in Part 1)	5 Points
Overall Quality of Lesson	5 Points

<b>Part 3 Reflection/Analysis:</b>	<b>15 Points Total</b>
3 Questions (5 points per question)	

**\*\*Points will be deducted if there is no lesson plan.**

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**Module 5SPED: IEPs and Transition Planning**  
**(special ed certification only)**  
**1 credit**

**Class Meetings:** This is an online course

**Instructor:** Lori Howard, Ph.D.  
304-746-2076  
howardl@marshall.edu

**Course Description:** Course examines the development and processes associated with the construction, implementation, and monitoring of Individualized Education Programs (IEPs). Course provides practice in writing IEPs and planning for IEP meetings.

**Prerequisites:** None

**Computer and Technical Requirements**

<http://www.marshall.edu/muonline/computer-requirements/>

This course will be delivered through MU Online using Blackboard Learn 9.1 2014. You must be able to use Marshall email, course messages, assignments, discussion boards, blogs, and wikis. Directions and help links are also provided in the course.

For information on Blackboard accessibility visit:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**Software Specifications**

Adobe Reader will be needed to read some files. This plug-in is available free at <https://get.adobe.com/reader/>. Students must submit assignments as Microsoft Word documents (.docx), using a recent Microsoft Office suite. Office 365 is available to Marshall students. See: <http://www.marshall.edu/it/office365/>.

**Technical Assistance**

If you have technical problems, please contact the IT Service Desk (Help Desk):

<http://www.marshall.edu/inforesources>. This link is also in the course menu.

**Help Desk Phone Numbers**

Huntington (304) 696-3200

South Charleston (304) 746-1969

Toll Free (877) 689-8638

# DRAFT

## **Course Objectives:**

*Students will be able to:*

- Identify current regulations governing special education including IDEA 2004 and Section 504.
- Describe policies/procedures regulating special education including: eligibility, IEPs, disciplinary policies, and alternative placements.
- Explain the eligibility/referral process for special education students.
- List the required components of Individualized Education Programs (IEPs).
- Create Individualized Education Programs (IEPs) including writing appropriate/measurable goals/objectives, writing a description of the present levels of academic achievement and functional performance (PLAAFP), and transition plans as appropriate.
- Explain planning/administrative processes for an IEP meeting including: notification to parents, IEP addendums, timelines for meeting regulatory requirements, and due process hearings.
- Demonstrate understanding of person-centered planning strategies to include students in planning by creating Transition Plans that incorporate self-advocacy goals for students.
- Promote the involvement of families in the education of their children with disabilities.
- Utilize positive communication techniques for working with families.
- Explain techniques for diffusing potentially difficult interactions with parents, potential barriers to eliciting parental involvement, and problem solve potential solutions.

## **Required Textbooks:**

Bateman, B., D. & Linden, M., A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. (5<sup>th</sup> ed.) Verona: WS: Attainment Company.

Gibb, G., S. & Dyches, T.,T. (2007). *Guide to writing quality individualized education programs*. (2<sup>nd</sup> ed.) Boston, MA: Pearson Education, Inc.: Allyn and Bacon.  
(This is a workbook.)

## **Recommended Text (not required):**

Wright, P., W., D. & Wright, P., D. (2007). *Wrightslaw: Special education law*. (2<sup>nd</sup> ed.)  
Hartfield, VA: Harbor House Law Press, Inc.

## **Other Readings:**

Other readings appear in the course bibliography.

## **Course Purpose and Intended Audience**

This course is intended to introduce participants to writing Individualized Education Programs (IEPS) and conducting IEP meetings. Participants will explore legislative and court actions, as well as create appropriate components (goals, objectives, PLAAFPs) of IEPS.

## DRAFT

### Council for Exceptional Children (CEC) Requirements

While this is a foundational course and all standards will be briefly addressed, the focus of the course will be on Standard 6.

- CEC 1: Learner Development and Individual Learning Differences:
- CEC 2: Learning Environments
- CEC 3: Curricular Content Knowledge
- CEC 4: Assessment
- CEC 5: Instructional Planning and Strategies
- CEC 6: Professional Learning and Ethical Practice
- CEC 7: Collaboration

Please visit this link for the detailed list of the standards for both knowledge and skills:

<http://sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>.

### Relationship of Courses to Program Goals and Professional Organizations

This course is part of the Marshall University, College of Education and Professional Development, Special Education Program for teacher licensure in the state of West Virginia for teaching students with disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for teaching individuals with emotional disturbances, learning disabilities, and intellectual disabilities.

### Notes about Online Learning

For those of you new to online courses, be absolutely sure that you read through the Introduction Module located in the “Content” section of the course. This module contains the syllabus and course information. Be sure to read and complete this module before moving on to any other modules.

The online modules are designed to help you further explore the course material. You will note on this syllabus that modules are all open beginning on the first day of class, but close as we move closer to the end of the course. Earlier modules will no longer be available. **The materials will disappear.** Please complete the modules as assigned in the course outline. Please click on all materials in each module. Modules will include some combination of the following learning activities, and others, to address the objectives for each module:

- Guiding questions for textbook reading
- Case Studies
- Video clips
- Discussion Posts including thought questions, case study analysis, personal responses to video clips and websites, and sharing ideas and reflections with your classmates. Your responses may take the form of a direct answer, adding to a colleague’s comment, asking a related question, sharing relevant experiences or information and will be directed by specific directions within each module. Be sure to check back to modules you have already finished so that you can continue to participate in discussions.

## DRAFT

- Web site exploration

The online learning environment is different from a face-to-face course in many ways. One of the most important differences is that the opportunity for interaction with the professor and other classmates is different from the experience in a face to face environment. This course has been designed so that you have an opportunity to share and reflect with your classmates through mandatory discussion board posts. Though there are requirements for posting to each discussion board, you are encouraged to participate more often and engage your classmates in discussion and reflection about the pertinent topics. Please note that appropriate discussion board etiquette is expected from all class participants.

The instructor's role in the course is to guide and focus your educational experience. Students are encouraged to email the instructor with any questions or concerns. In discussion boards the instructor will read everything and **occasionally** comment.

## Marshall University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to

<http://www.marshall.edu/academic-affairs/policies/>.

### Academic Dishonesty

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be read at

<http://www.marshall.edu/academic-affairs/policies/#AcademicDishonesty>.

### Academic Dismissal

All students should be familiar with the university's policy concerning academic dismissal. This policy can be read at

<http://www.marshall.edu/academic-affairs/policies/#Dismissal>.

### Academic Probation and Suspension

All students should be familiar with the university's policy concerning academic suspension and probation. This policy can be read at <http://www.marshall.edu/academic-affairs/policies/#ProbationGrad>.

### Academic Rights and Responsibilities of Students

All students should be familiar with the university's policy concerning academic rights and responsibilities of students. This policy can be read at

<http://www.marshall.edu/board/files/2013/08/MUBOG-SA-2-Student-Academic-Rights-2013-06-final.pdf>.

### Affirmative Action

This course will follow Marshall University's policy on Affirmative Action, which can be read at <http://www.marshall.edu/academic-affairs/policies/#AAGrad>. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

## DRAFT

### Sexual Harassment

This course will follow Marshall University's policy on Sexual Harassment, which can be read at <http://www.marshall.edu/academic-affairs/policies/#Harassment>.

### Students with Disabilities

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning, and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disability Services (ODS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability.

Following this, the ODS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation(s) he/she will need to ensure equality in classroom experiences, outside assignment, testing, and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please contact the Office of Disability Services at Prichard Hall 117, phone 304-696-2271, or visit <http://www.marshall.edu/disabled/services-offered/>.

Please review the Blackboard 9.1 accessibility statement at this link:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

### University Computing Services' Acceptable Use Policy

All students are responsible for knowing this policy, which can be read at

<http://www.marshall.edu/academic-affairs/policies/#UCS>.

### Student Responsibilities

. As teachers you provide an experience for your students to be a community of learners. As students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Complete assignments using appropriate format (all papers are to be word processed, use APA format, reviewed for spelling/grammar, proofread)
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Please note that this is also a form of academic dishonesty.
- Use of Marshall University Email Account: Use of the student's University email account is mandatory for purposes of conducting University business, contacting advisors and for any communications related to this course. The course has an internal email link on the main menu and you should use this link to email the instructor. It is expected that you read your email daily.
- Demonstrate respect and consideration for all individuals in our community of learners. The Discussion Board will be monitored.

### More Details of Class:

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments



## DRAFT

will accrue a 20% penalty per day late. Late Thought Questions Posts will not be accepted. It is best to submit the assignments online through Blackboard. It is your responsibility to check Blackboard to make sure that the submission was recorded.

- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6<sup>th</sup> edition. All papers should be proofread as spelling and grammar errors will result in lost points.
- We will use person-first language in our discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- Participation is required, assignments must be received on the due date and it is expected that you keep up with the reading assignments. Reading the textbook is a course requirement. \*Please note it is your responsibility to ensure that all communication is read, assignments are submitted properly, and to request IT Help with any technical “glitches.” Please note this is a reading and writing intense course. Please allow time to adequately complete the reading and writing assignments.
- **Module Note:** Modules will close on Mondays at 12:00 p.m. (Midnight) Eastern Standard Time. Please make sure to upload all assignments before the closing date/time. Please plan ahead.
- **Assignment Note:** Please make sure to include your name on the actual document you are submitting for a grade. Additionally, if you are attaching a file as part of an assignment, please make sure to put your name in the file name. To ensure proper credit, the instructor needs to know your name.

### Course Requirements:

- |   |   |
|---|---|
| 1. <u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article. You are also required to post at least 2 responses to other people’s TQs. 10 points for Thought Questions. These will be posted to the Discussion Board on Blackboard for each module.   | 50 (10 per module)<br>Must be posted to discussion board.   |
| 2. <u>Online Modules:</u> You will be required to access the modules located on blackboard. Each module has assignments, links, and activities that should be completed. These activities include, but are not limited to: viewing online videos, writing reflections on case studies, reviewing websites, and creating components of an IEP. Each module’s activities should be completed in a timely manner and all module work must be completed by the last day of the course | 250 (50 points per module)<br>Please send the instructor the module checklist upon completion of each module. |
| 3. <u>Final:</u> The final examination will require that your IEP workbook will be submitted. There will also be a written IEP exam (paper). More details will be provided in the course.   | 150 (50 workbook points and 100 points for the paper)   |
| 4. <b>Total Points for Course</b>   | <b>450 Total</b>  |

# DRAFT

## More Details of Class:

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor. Approved late assignments will accrue a 20% penalty per class session late. Late Thought Question Posts will not be accepted.
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please use the 6<sup>th</sup> edition.
- Participation is required, assignments must be received on the due date and it is expected that you keep up with the reading assignments.

**GRADES WILL BE DETERMINED USING THE FOLLOWING SCALE:** (The instructor reserves the right to increase/decrease the grade points.)

<b>Total Points Earned (3 Credit)</b>	<b>Grade</b>
414-450	A
405-413	A-
396-404	B+
369-395	B
360-368	B-
315-359	C
314 and Below	F

## Selected Readings:

## DRAFT

Bateman, B., D. & Herr, C., M. (2003). *Writing measurable IEP goals and objectives*. Verona:

WS: Attainment Company.

Carter, E. W., Trainor, A. A., Sun, Y., & Owens, L. (2009). Assessing

the transition-related strengths and needs of adolescents with high-incidence disabilities. *Exceptional Children*, 76, 74-94.

deBettencourt, L. (2002). Understanding the differences between IDEA and Section 504.

*TEACHING Exceptional Children*, 34 (3), 16-23.

Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals (5<sup>th</sup>*

*ed)*. NY: Pearson Education.

Gil, L. A. (2007). Bridging the transition gap from high school to college: Preparing students

with disabilities for a successful postsecondary experience. *Teaching Exceptional Children*, 40(2), 12-15.

Kochhar-Bryant, C., A., (2008). *Collaboration and system coordination for students with special*

*needs: From early childhood to the postsecondary years*. Upper Saddle River, NJ:

Pearson Education.

McEwan, E., K. (2005). *How to deal with parents who are angry, troubled, afraid, or just plain*

*crazy* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Patterson, J. (2000). *Essentials for principals: School leader's guide to special education*.

Arlington, VA: Educational Resource Service and National Association of Elementary School Principals.

U. S. Department of Education. (2004). Individual with Disabilities Education Act.

Retrieved on February 21, 2009 from <http://www.ideadata.org>.

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U. S. Department of Education Office of Special Education Programs (OESP). (2000). *A guide to the individualized education program*. Washington, D.C.: Department of Education.

U.S. Department of Education. (2004). *Family Educational Rights and Privacy Act (FERPA)*.

Retrieved February 20, 2009, from

<http://www.ed.gov/policy/gen/guide/fpco/ferpa/index.html>

Van Dycke, J., L. & Peterson, L., Y. (2003). Eight steps to help students develop IEP goals. *CEC Today*, 35(13).

Van Dycke, J. L., Martin, J. and Lovett, D. (2006). Why is this cake on fire? Inviting students into the IEP process. *TEACHING Exceptional Children*, 38(3), 42-47.

Zutter, T. (2004). Working with principals and administrators: Developing skills in politics and negotiation. In J. P. J. Burnette, C. (Ed.), *Thriving as a special educator: Balancing your practices and ideals* (pp. 15 - 26). Arlington, VA: Council for Exceptional Children.

### **Website Resources:**

Council for Exceptional Children

<http://www.cec.sped.org>

CEC New Teacher Blog

<http://cecblog.typepad.com/>

Federal Department of Education

<http://www.ed.gov/>

LD Online

<http://www.ldonline>

National Council for Learning Disabilities

<http://www.nclld.org>

Wrights Law

<http://www.wrightslaw.com>

Please see the resource list located under the "Resources" button on Blackboard for additional resources.

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## **IEP Development and Process Thought Questions**

**Purpose:** The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. Thought Questions are used to provide a format for discussing the issues addressed in each module.

**Due Date:** Thought Questions should be posted to the discussion board prior to the module closing. At least 2 responses to other students' questions must be posted prior to the module closing, though you are encouraged to continue to read and respond until the end of the course.

**Instructions:** As part of each module, the student will complete the assigned reading and module assignments. Each student will write 2 questions related to the material read that demonstrates thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of context/background leading up to the actual question. Students should read other's thought questions and comment on at least two in the discussion board.

**Examples:**

Bateman and Linden text example:

Chapter 2

*In this chapter, the authors discuss what is required at an IEP meeting. The overview of who should come and what should be discussed was helpful. I am concerned about comments on page 47 stating that both school personnel and parents should come to an IEP meeting to put suggestions on the table. IEP meetings at my school tend to run long and we must get everything in the IEP software package for goals. How can these be "suggestions" when I need to make sure that the IEP is signed? Is everyone supposed to have a suggestion?*

**Grading:** Each Thought Question assignment (2 questions per assignment) is worth 10 points. To earn the full 10 points each question must be posted to the Discussion Board for that module and there must be a minimum of 2 responses to other's Thought Questions.  
10 points per module @ 5 modules = 50 points total

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## **Module Assignments**

**Purpose:** The purpose of these assignments is to introduce through self-exploration important components/concepts related to Individualized Education Programs (IEPs). These assignments are designed to further explore concepts introduced in the IEP Workbook.

**Overview:** On the course MU Online site under the button labeled “Modules” there are 5 content modules and an Introduction Module. Each of these assignments provides websites to review, case study information, and reflective questions to answer, learning activities, and related materials.

**Instructions:** Students should log into the course MU Online site. Please identify the folder labeled, “Modules”. You may work within Blackboard, though it is often easier to download the documents to your desktop and work from there. Please read through the material and click on any links within the material. Please explore the web links. You may want to bookmark some of the websites for future reference (IDEA, Wrightslaw). Or, you may want to begin keeping a resource list of web sites.

Once you have finished reviewing the material in the assignment, please review the document labeled “checklist” and check that you have completed the required components. This checklist will be submitted via email to the instructor once the module is completed. It will serve as documentation that each assignment within a module was completed.

**Instructor’s Note:** Since this is a self-exploration assignment, each student is reminded of the importance of the Honor Code. By sending the checklist via email, you are acknowledging that you have completed all of the assignments for that module. Please review the importance of the Honor Code and your responsibility for adhering to it.

**Grading:** Each of the modules is worth 50 points. Points will be deducted for failing to complete all of the activities and for failing to attach reflections.

**Total Points:** 5 assignments @ 50 points = 250 points

**DRAFT**

**Tentative Course Outline**

Mod	Topic and Text Focus	Module Activities	Due Dates
Class Meet	Course Introduction Overview Technical Logistics Learning in Blackboard	Review Syllabus Ensure Blackboard access Homework submission Email	
1	Introduction Module Introduction to IEPs	Reading Assignment: Chap 1 in text Workbook Assignment: pages 1-38 read and complete Post 2 TQ's to Discussion Complete Module Activities	
2	Eligibility Determination	Reading Assignment: Chap 2 in text Workbook Assignment: pages 39-46 (Please read and complete.) Post 2 TQ's to Discussion Complete Module Activities	
3	Writing IEPs	Reading Assignment: Chap 3 and 4 in text Workbook Assignment: pages 47-64 (Please read and complete.) Post 2 TQ's to Discussion Complete Module Activities	
4	Special Issues (504, Behavior Plans)	Reading Assignment: Chap 5 in text Workbook Assignment: pages 66-89 (Please read and complete.) Post 2 TQ's to Discussion Complete Module Activities	
5	Transition: Moving from high school to postsecondary life	Workbook Assignment: pages 90-94 (Please read and complete.) Post 2 TQ's to Discussion Complete Module Activities	
3/11	Final Exam Due	Final Exam paper (Part 2 of Final Exam) is due. Please send via email attachment.	

\*Each module should take between 9 and 12 hours to complete, based on this being a 1-credit course (15 "contact" hours, plus 2-3 hours of outside work for each "contact" hour)



**Marshall University**  
**Syllabus for**  
**Module 4: Educational Evaluation**  
**1 Credit Hour**

**Rationale**

Evaluation is by no means a neoteric concept, but the concept of what evaluation means and involves has changed drastically in recent years. From the beginning of the "scientific approach" to evaluation with the work of Joseph Mayer Rice, evaluation has been synonymous with testing, measuring or opinion making.

This is no longer the situation. Demands for accountability have placed increased expectations on the practice and practitioners of evaluation. Faced with these demands, evaluators are finding traditional methodologies and instruments outdated, inappropriate and unacceptable. Consistent with the aforementioned factors, this course is designed to provide students with the fundamental skills to evaluate educational progress at the individual, classroom, program and school levels.

**Course Objectives**

The primary objectives of this course are to provide experiences in which students can:

11. apply theory and research based classroom management and discipline strategies to specific situations;
12. critically analyze and apply strategies for creating a positive classroom climate that maximizes learning and encourages good behavior;
13. evaluate and select ways to deal with individual and group behaviors;
14. suggest ways for adjusting management plans to meet the needs of a diverse student body;
15. evaluate and select ways to utilize parents, colleagues, and others as consultants regarding classroom management issues;
16. critically analyze classroom or community situations and describe how professional ethics apply;
17. identify the causes of student misbehavior;
18. analyze case studies that provide realistic applications of concepts and principles of classroom management;
19. compare/contrast actual public/private school classroom management systems.

**Major Topics**

Major topics for the course include:

- improving learning and instruction through assessment/evaluation
- examining types of assessments
- developing instructional objectives
- understanding validity, reliability and standard error of measurement
- planning the classroom test
- constructing test items

- measuring complex achievement
- constructing authentic/performance assessments
- assembling, administering and evaluation classroom tests
- aligning curriculum and assessment strategies
- interpreting test scores

## Course Requirements

Assignments and assessments include:

- Read the textbook and course materials.
- Complete the online chapter reviews (recommended, but not required).
- Complete a set of authentic assessment activities which include working with the WVDE Content Standards and Objectives (CSOs), constructing test items, and designing an authentic assessment

## Required Text

The text for this course is:

Miller, M. David, Linn, Robert L., and Gronlund, Norman E. (2009). *Measurement and Assessment in Teaching*, 10th edition. Prentice-Hall: Upper Saddle River, NJ.

## Grades and Grading Scale

Each assignment will have a value of 100 points. The grading scale used will be:

### Grading Scale:

93% to 100% = A

86% to 92% = B

78% to 85% = C

## University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment



## Content Area Literacy - Credit Hours: 1

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### “Preparing the Experienced Professional as Specialist”

**Graduate Candidates** enrolled in the Literacy Education Program should visit the LEP website often to learn more about the program and portfolio assessments, accomplish required knowledge tests, examine the schedule for submitting Portfolio Sections I, II, III and IV, and receive the latest information about the program. LEP Faculty members keep graduates informed by sending email messages via MUOnline, and course mail through the LEP site. As a graduate candidate enrolled in Literacy Education, you should **check the mail at least once a week**. If you have questions, contact your Advisor. Have a great Semester with Marshall University!

**Course/Description:** *Literacy in the Content Area* – This course examines the principles underlying the teaching of reading in the content areas. In this course, candidates will explore the processes, interactions, and materials associated with literacy instruction and learning in the content areas through application and reflection. More specifically, candidates will consider how to connect viewing, reading, writing, listening, speaking, and visual representation through the use of an instructional framework; and they will use instructional strategies designed to support learners' efforts to use language to learn across the curriculum.

**Required Text:** Vacca, Richard T., Vacca, Jo Anne L., & Mraz, Maryann E. (2013). *Content Area Reading: Literacy and Learning Across the Curriculum*, 11th Edition. Boston: Pearson Education, Inc..

**Recommended Text:** Tompkins, G.E. (2013). *50 Literacy Strategies Step by Step. 4<sup>th</sup> Edition*. Boston: Pearson Education, Inc.

**Link to Marshall University Policies:** [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

**Libraries:** <http://www.marshall.edu/library/>

Marshall University Libraries includes the Drinko and Morrow Library as well as several specialized libraries. A complete list of the library's services is available on the library web site. Students can check out materials with a valid campus ID.

**Computer Requirements/Technical Support:**

**MARSHALL EMAIL:** For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tool). If, however, it is necessary for you to contact the professor, the program secretary, or anyone else at Marshall via e-mail, university policy requires you to use your Marshall Email account. The university contacts students using MU Email to share important information, including emergency announcements, course-related information, reminders and deadlines. You **MUST** have and use your MU email account. The email process includes a procedure for redirecting your email, but you must sign into your MU email account to do this. For more specific information and assistance refer to <http://www.marshall.edu/wpmu/gsepd/resources-for-students/success-with-technology/>

South Charleston Campus:

Karen 304.746.1974

Dustin 304.746.2056

Amad 304.746.1976 Service Desk Info 304-746-1969 Toll Free 877-689-8638

**Rationale:** The underlying justification for this course is to explore the critical connections between learners, academic tasks, and active engagement in literacy processes. Students in classrooms should be offered instruction that helps them to think critically about the content of an academic discipline. Content area reading may involve informational text and by its nature can be more conceptually difficult to read unless readers are provided practices and strategies to learn from such text. Teachers should support students' processing abilities to facilitate learning subject matter across a curriculum via viewing, visual representation, listening, talking, reading, and writing.

**Objectives:** This course will heighten the awareness of graduate candidates concerning difficulties that students in their classrooms may encounter while reading content material. By the completion of the course, graduate candidates should be able to understand the demands of academic literacy and how to prepare their own students for reading and writing in the content areas by incorporating best practice strategies and activities and conducting assessments in content areas to address student literacy needs in the classroom, including culture, language, disabilities and giftedness.

**Desired Learner Outcomes: Students will be able to:**

1. Select and evaluate traditional and electronic texts and trade books for different learning situations.
2. Match texts and instructional practices to different reading needs and levels and teach students to locate and evaluate appropriate texts.
3. Use knowledge of literacy and learning to construct an instructional framework that connects viewing, visual representation, reading, writing, speaking, and thinking, and listening in relevant pre-, during and post-reading activities.
4. Develop learning activities across the content areas that reflect current research on literacy, learning and cognition.
5. Acquire and use knowledge of cognition and literacy to demonstrate flexible scaffolding techniques that are appropriate to the learner's needs and that promote self-extending, self-directed learning.
6. Demonstrate and apply knowledge of process and product assessment tools across the curriculum.

## **IRA Competencies**

To successfully complete this course, participants need to demonstrate mastery of the following IRA competencies through course learning experiences.

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

3.1 Understand types of assessments and their purposes, strengths, and limitations.

3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3 Use assessment information to plan and evaluate instruction.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3 Develop and implement strategies to advocate for equity.

5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.4 Use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

## **Outline of Topics:**

Literacy Matters

Learning with New Literacies

Culturally Responsive Teaching in Diverse Classrooms

Assessing Students and Texts

Planning Instruction for Content Literacy

Activating Prior Knowledge and Interest

Guiding Reading Comprehension

Developing Vocabulary and Concepts

Writing Across the Curriculum

Studying Text

Learning with Trade Books

Literacy Coaching

## **Learning Activities to Achieve Learning Outcomes:**

Students will read and discuss textbook chapters, participate in online discussions, make observations in their classrooms, practice assessments, write reports, view videos, and practice strategies and reading processes.

## **Course Requirements/Learning Experiences/Measurements:**

(Also Refer to Modules/Blackboard Course) Read and review Course Syllabus and Modules on Web. A Schedule is included noting Topics/Modules and Due Dates. There are a number of assignments that include reading and online research for increasing developmental reading knowledge and expertise. The Literacy in the Content Areas course involves discussion, sharing, comprehending, analyzing, applying, synthesizing and evaluating developmental reading in meaningful contexts. There is a field component to the course that will involve lesson design and applications with children. Course participants will teach lesson(s) that involve all six of the language arts processes such as: viewing, visual representation, listening, speaking, reading, and writing topics associated with current research in the field. Each Module includes Assignments and/or Discussions Posts with due dates. Submit and post on or before the due dates in each Module as required to receive excellent ratings and full credit/total points.

**1. Personal Introduction (25 points):** You will submit an introduction to be shared on Blackboard. (Addresses course objective: 3), (IRA: 4.1)

**2. Strategies Notebook (75 points) –** You will explore **5 strategies** in detail and make a written response regarding each strategy. Essentially, your strategies notebook will afford you an opportunity to explore these 5 strategies with your specific grade level and content area materials. You will apply each of the strategies to a specific text and write a brief description of the strategy and a reflection on the success you experienced with each strategy. The following questions should be used as a guide for your reflection on each strategy in your notebook. The completed notebook will be posted on... (Addresses course objective: 1), (IRA: 2.2 & 2.3) - DUE: November 19

1. What are the positive aspects of this strategy?
2. What are the negative aspects of this strategy?
3. What similarities are there between this strategy and other literacy strategies?
4. How might this strategy be used in my classroom or with a specific content area?

**3. Discussion Board Posts (25 points each = 200 points total):** You must participate in 8 asynchronous discussions with your classmates. You must post a response to each topic presented for discussion and you must respond to the information **TWO (2)** other students have posted to the Discussion Board. (Addresses course objective: 6), (IRA: 1.1, & 1.3) **To Be Arranged**

\*\*\*\*NOTE\*\*\*\*University policy specifically states that an INCOMPLETE is only given when a documented incident occurs related to the student's health or well-being.

**Advising Center:** <http://www.marshall.edu/uc/HTML/ADC.html>

Part of University College and located in the basement of the Community and Technical College building, the Advising Center helps students who are undecided in their major to develop an appropriate schedule at course registration times.

**Tutoring Services:** <http://www.marshall.edu/uc/TS.shtml>

Part of University College and located in the basement of the Community and Technical College building (CTCB3), Tutoring Services will assist students by matching them with a Peer Tutor. Tutors are Marshall students who have demonstrated expertise in their subject areas. Tutoring services are available to all MU and MCTC students, and tutors may be requested on either a drop-in or an individual basis. To receive tutoring, simply stop by University College.

**Writing Center:** <http://www.marshall.edu/uc/HTML/WC.html>

Part of the English Department and located in Corbly Hall 353, the Writing Center provides undergraduates with free, non-credit ways to improve their writing. The Writing Center tutoring staff, which consists of English graduate students and undergraduate peer tutors of all majors, can help students through the entire writing process, from discussing initial ideas to revising and editing their work.

### **Student Support Services**

The Student Support Services Program is a federally funded program which allows students to develop reading and learning skills and to improve study habits. Counseling is also available to help students in academic planning, social development, and career decision making. Student Support Services can be contacted at (304) 696-3164 and is located in Prichard Hall room 130.

**Disabled Student Services**  
<http://www.marshall.edu/dss/>

The Disabled Student Services program makes sure all programs, services, and activities are fully accessible to students with disabilities. Services are available for all students with disabilities at the University whether they are full or part time. The program staff will work with students to individualize the type and level of services provided. Disabled Student Services is located in 120 Prichard Hall and can be reached by phone at (304)696-2271.

**Career Services Center**  
<http://www.marshall.edu/career-services/>

The Career Services Center provides a multitude of services relating to employment skills or information needed in pursuit of employment. Services include help with identification of job openings and preparation of resumes, application letters, and interviewing skills. The Career Services Center is located at the corner of Fifth Avenue and 17th Street.

**Student Legal Aid:** <http://www.marshall.edu/student-legal-aid/>

Student Legal Aid is available to assist students in understanding the various University policies and procedures. The Student Legal Aid Office employs two licensed Attorneys on a part-time basis. Although the Attorneys may not represent students in court, they offer advice and counseling on all legal matters which concern students. The Student Legal Aid Office is located in Suite 2W23 of the Memorial Student Center.

**Computing Services:** <http://www.marshall.edu/ucs/>

Computing Services, located on the 4th floor of the Drinko Library, provides computing, network and information services to the campus. Facilities are located in several locations throughout the campus for student use. To use the computers in these facilities, students will need to sign for an MUNet account. An MUNet account includes access E-mail and space for storage or a personal web page. To sign up for an account, bring a valid ID card to any Computing Services facility. Students can also sign up for Internet access in their dorm room or dial-up service provided by WVNet.

### **Due Dates/Extensions/Submission Format**

Consult the assignment icon for the due dates of all assignments and submission formats. Work received after posted due dates will normally not be counted for credit. Extensions need to be requested prior to the due date and only in consultation with the instructor. All modules need to be submitted as Word files and send as attachments via dropbox to the instructor.

### **Attendance/Participation Policy:**

As this is a web class, participants **will not** attend live sessions. Students' contributions to online discussions and active participation are required.

### **Professional Organizations/Websites**

The Council for Exceptional Children (CEC)

[www.cec.sped.org](http://www.cec.sped.org)

Educational Testing Service (ETS)

[www.ets.org](http://www.ets.org)

ERIC Clearinghouse on Reading, English, and Communication

[www.indiana.edu/~eric\\_rec](http://www.indiana.edu/~eric_rec)

International Reading Association

[www.reading.org](http://www.reading.org)

National Association for the Education of Young Children

[www.naeyc.org](http://www.naeyc.org)

National Center for Family Literacy (NCFL)

[www.familit.org](http://www.familit.org)

National Council for Accreditation of Teacher Education (NCATE)

[www.ncate.org](http://www.ncate.org)

National Council of Teachers of English

[www.ncte.org](http://www.ncte.org)

Reading Online (an electronic journal of IRA)

[www.readingonline.org](http://www.readingonline.org)

United States Department of Education

[www.ed.gov](http://www.ed.gov)

### **Some Related Websites**

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li400.htm>

Helpful information for diverse classrooms with struggling readers

<http://www.thewritingsite.org>

Resources for writing

<http://reading.uoregon.edu/curricula/>

Learn about core reading programs.

<http://reading.uoregon.edu/curricula>

Assessment, DIBELS



[http://www.professorgarfield.org/parents\\_teachers/links/fluency\\_links.html](http://www.professorgarfield.org/parents_teachers/links/fluency_links.html)

Internet resources, printable materials, education links

<http://www.busyteacherscafe.com/units/fluency.htm>

Excellent informational site and lots of ideas await you.

<http://www.childdevelopmentinfo.com/development/>

Read about current research in language development, developmental levels, and birth order and language.

**Attendance Policy:** This is a web class. There are no face-to-face sessions. Students are expected to submit assignments and post discussions on/or before due dates. You are expected to contribute to online discussions and to actively contribute information and resources to / with group members to complete the course assignments.

**Inclement Weather:** Marshall University– South Charleston Campus: Since South Charleston classes do not generally meet until late afternoon, an effort will be made to decide about classes by noon. Notification of delays or cancellations at the South Charleston Campus will be announced by (a) local media, (b) telephone system, and (c) university web site. Any delay will be placed on the automated switchboard (304-746-2500).

**Grades/Performance Assessment:** Graduate Candidates will demonstrate their knowledge by participating in discussions of pertinent topics online and at live meetings, preparing a Unit, determining readability of a text(s), assessing a student, researching and analyzing strategies, and presenting a partial Unit Plan. Point values are provided in each Module.

**Scores:**

A=	279 to 300 points
B=	258 to 278 points
C=	228 to 257 points
F=	227 or fewer points

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**LITERACY IN THE CONTENT AREAS CALENDAR OF EVENTS**

<b>MODULES</b>	<b>TOPICS</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>MODULE 1</b>	<ul style="list-style-type: none"> <li>- Building a Learning Community</li> </ul>		<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li> <li>- Personal Introduction</li> </ul>
	<ul style="list-style-type: none"> <li>- What is the meaning of literacy?</li> <li>- What are the four aspects of literacy?</li> <li>- What are the implications of content literacy?                             <ul style="list-style-type: none"> <li>- Why do teachers resist content literacy instruction?</li> <li>- Are you a teacher?</li> </ul> </li> <li>- Are there more than two language processes?</li> <li>- How do we make sense out of content?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 1 Literacy Matters</p> <p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 2 Learning with New Literacies</p>	<ul style="list-style-type: none"> <li>- Discussion Board Responses</li> </ul>
<b>MODULE 2</b>	<ul style="list-style-type: none"> <li>- What are the three dimensions of classroom assessment?</li> <li>- How do we match students with texts?</li> <li>- What about context for instruction?                             <ul style="list-style-type: none"> <li>- Difficulty reading?</li> </ul> </li> <li>- What are the dimensions of diversity?                             <ul style="list-style-type: none"> <li>- How do we meet the challenges of teaching in a diverse classroom?</li> </ul> </li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 3 Culturally Responsive Teaching in Diverse Classrooms</p> <p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 4 Assessing Students and Texts</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li> <li>- Discussion Board Responses</li> </ul>
<b>MODULE 3</b>	<ul style="list-style-type: none"> <li>- Do my students have adequate prior knowledge?</li> <li>- How do I activate background knowledge?</li> <li>- How do I teach content vocabulary?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 5 Planning Instruction for Content Literacy</p> <p><b>Vacca , Vacca, &amp; Mraz</b> - Ch. 6 Activating Prior Knowledge and Interest</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li> <li>- Discussion Board Responses</li> </ul>

<b>MODULE 4</b>	<ul style="list-style-type: none"> <li>- Who sets the purpose for reading? How?</li>   <li>- When and How should reading guides be used?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 7</b>  Guiding Reading Comprehension</p> <p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 8</b>  Developing Vocabulary and Concepts</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li>   <li>- Discussion Board Responses</li> </ul>
<b>MODULE 5</b>	<ul style="list-style-type: none"> <li>- How do teachers encourage reading in class and at home?</li> <li>- Lesson formats: Does the same format work for all teachers?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 9</b>  Writing Across the Curriculum</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li>   <li>- Discussion Board Responses</li> </ul>
<b>MOUDLE 6</b>	<ul style="list-style-type: none"> <li>- What is the purpose of a discussion?</li> <li>- How do you match discussions with writing assignments?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 10</b>  Studying Texts</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li>   <li>- Discussion Board Responses</li> </ul>
<b>MODULE 7</b>	<ul style="list-style-type: none"> <li>- How do teachers extend learning?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 11</b>  Learning with Trade Books</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li>   <li>- Discussion Board Responses</li> </ul>
<b>MODULE 8</b>	<ul style="list-style-type: none"> <li>- Why do teachers teach study, note taking, and test taking strategies?</li> </ul>	<p><b>Vacca , Vacca, &amp; Mraz</b>  <b>- Ch. 12</b>  Supporting Effective Teaching with Professional Development</p>	<ul style="list-style-type: none"> <li>- Blackboard Learning Activities</li>   <li>- Discussion Board Responses</li> </ul>