A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 10-hour approved field experience at the 6-8 grade level is required. Prerequisites: SPED 5600.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Adapting, Modifying, and Delivering Evidence Based Instruction
2. Collaborating with School Personnel
3. Universal Design for Learning
4. Statewide Assessment and Transition Planning
5. Applying Behavioral Theory, Ethics, and Behavior Management Plans
D. LEARNING OUTCOMES (General)

1. C. Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet the unique needs of students in special education through individualized educational plans. The teacher must be able to:

2. (1) adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs.

3. (2) lead individual education plan teams through statewide assessment options to make appropriate decisions for a learner's participation within the statewide assessment system.

4. (3) apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards.

5. (4) use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning.

6. (5) collaborate with other professionals on the design and delivery of prevention efforts, early intervening services, pre-referral interventions, English language learning, gifted and talented education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students.

7. (6) apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans.

8. (7) design and manage positive instructional environments that convey high expectations for students to develop independence, self-motivation, self-direction, self-regulation, and self-advocacy.

9. (8) teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals.

10. (9) apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school-wide improvement.

11. (10) apply knowledge of comprehensive scientifically based reading instruction including phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as required in subpart 1, item B.

12. (11) construct and implement instructional sequences to address and teach transition skills based on the cognitive, affective, and academic strengths of each student and plan for transition from school to community living, recreational and leisure, postsecondary training, career training, and employment.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted