A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites:
SPED 5620 - Teaching the Learner with Specific Learning Disabilities I
Corequisites: None
MnTC Goals: None

The course is designed to provide continuing study into the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 20-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600, SPED 5620.

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

C. OUTLINE OF MAJOR CONTENT AREAS
D. LEARNING OUTCOMES (General)

1. Subpart C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: learning disabilities understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with learning disabilities and related learning difficulties. The Teacher must be able to:

2. (6) Implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals.

3. (7) Adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression.

4. (8) Instruct students in how to self-monitor, use effective learning strategies, and accommodate for their strengths and weaknesses as well as generalize new skills to educational and non-educational settings.

5. (9) Coach students in the use of self-advocacy skills, including attending to relevant contextual factors, to develop resilience and maintain self-determination for their educational progress.

6. (10) Support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations.

7. (11) Use individual and collective data to identify gaps and needs to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement.

8. D. Collaboration and Communication. A teacher of special education: learning disabilities cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

9. (1) Collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan.

10. (2) Promote collaborative practices that respect the individual's and family's culture and values relative to the impact that learning disabilities and related learning difficulties may have on the individual and family across the lifespan.

11. (5) Collaborate with stakeholders to develop, implement, and refine, school wide systems of academic and behavioral support.

12. (6) Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities, and related learning difficulties through consumer and professional organizations, peer-reviewed journals and other publications.

13. (7) Engage in continued professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

14. E. Clinical Experiences. A teacher of special education: learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth who have specific learning disabilities or related learning difficulties in (grades 9-12, including transition programs) settings across a range of service delivery models.

15. (1) Through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle school students across a range of service delivery models. A range of service delivery models.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted