A. COURSE DESCRIPTION

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

The course is a study of the problems students with learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional activities that meet state standards and reflect National Council of Teachers of Mathematics (NCTM) scope and sequence in mathematics are explored, developed and applied. Prerequisites: SPED 5600.

B. COURSE EFFECTIVE DATES: 05/15/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Special education, mathematics and pedagogy

D. LEARNING OUTCOMES (General)

1. Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of emotional or behavioral disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standard.

2. Apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics.

3. Apply the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth who have emotional or behavioral disorders / specific learning disabilities in primary (K-grade 4), middle level (grades 5-8), and secondary (grades 9-12, including transition programs) settings across a range of service delivery models.

4. Demonstrate understanding of and ability to apply national, state or local math curricula standards to individualized instruction plans for learners who struggle with math.

5. Develop or select and interpret information from formal and informal assessments and other data gathered and use the results of its analysis to plan assessment and instruction for learners who struggle with math.

6. Make responsive adjustments to instruction based on continued observation, interaction and learner responses while implementing remediation plans for learners who struggle with math.

7. Select, adapt, and use instructional strategies, best practices, content, and resources that respond to identified needs for learners who struggle with math.

8. Know how to communicate effectively about mathematics in order to improve learners' understanding and mastery of math skills and to share this with parents and other stakeholders.

9. Use appropriate and functional manipulatives and real-life applications based on the learners' developmental level and needs in math.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted