

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5284

### Academic Learning for Students with Exceptionalities

#### Instructors:

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#### Schedule:

**Section 1:** Mondays and Thursdays, 8:30am to 10am (room 2036)

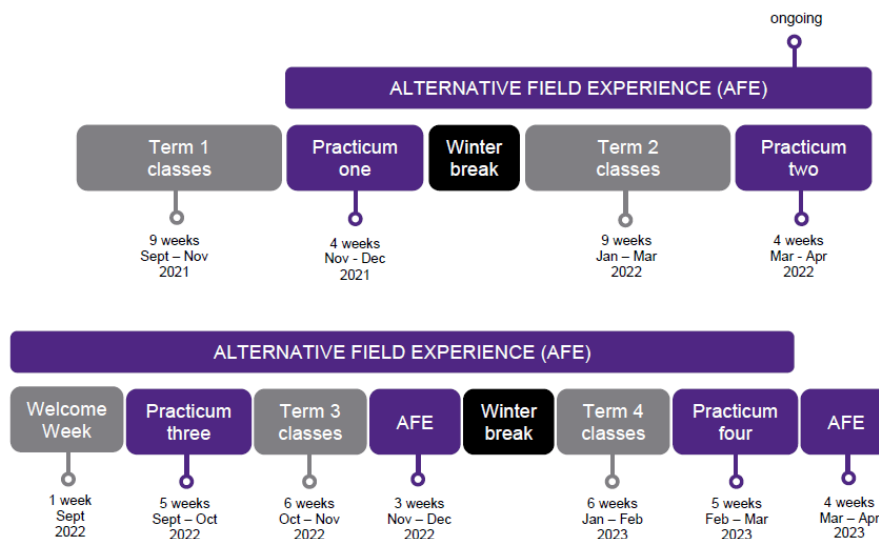
**Section 2:** Mondays and Thursdays: 10:30 am to noon (room 2036)

#### Program Context:

This is a Full year course taken by Teacher Candidates in Advanced Psychology speciality during Year 2 of the Bachelor of Education.

#### Bachelor of Education

Program Overview – Class of 2023



## Course Description:

Students will learn to analyze and address problems of practice concerning the academic learning of students with exceptionalities. Topics include general practices such as strategy instruction, universal design, and differentiated instruction; and subject-specific practices in decoding, reading comprehension, written composition, mathematics, and content area subjects. 3 hours per week, full year, .5 credit

This course will primarily use hands-on activities and case studies to help prepare students to meet the academic needs of all students in their classrooms. To this end, you will have the opportunity to adapt your teaching according to principles of universal design for learning and differentiated instruction. You will have the opportunity to examine specific exceptionalities placed in the school context and work towards identifying and addressing dilemmas.

Mondays will be devoted to introducing content and smaller activities to consolidate content. Thursdays, you will work as part of a community of practice to apply that week's content in a case study.

### Course Credits:

0.5

### Number of Weeks: 12

#### Week 1:

##### Introduction to the Course and Case Studies

Understand the course's organization, assessment measures & learning outcomes (Monday).

Learn about each other and the instructor (Monday)

Reflect on their positionality and how it impacts their views on inclusion (Monday)

Explain the value of case studies and how to approach them effectively (Thursday).

Assess whether inclusion has been achieved using a case study (Thursday).

## Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Thursday's Materials 1. Benefits of Case studies 2. Case Study 3. Down Syndrome Educators Package 4. Article for High School 5. Leaf Magic Lesson Plan
Formative Assessment	Week 1 Questionnaires (Monday)	Complete two questionnaires to better understand your current beliefs about self-efficacy, teaching and learning. 1. Teaching Efficacy for Inclusion Practice 2. Belief about Learning and Teaching
Study / Prep	Week 1 Guiding Questions	Monday What are your beliefs about 1) your own self-efficacy, 2) your role as a teacher, and 3) effective teaching behaviours? How does your positionality impact your beliefs and approach to teaching? How does your teaching philosophy reflect your beliefs and experience?  Thursday How can a case study provide an opportunity for professional learning? How are students included rather than integrated into the classroom?
Video	Week 1 (Monday)	"I Am Not Your Inspiration" By Stella Young Indigeneity & Disabilities in our Schools from Inclusion BC

<b>Formative Assessment</b>	Week 1 Survey	"getting to know you survey". Qualtrics' link provided on OWL
<b>Case Study</b>	Week 1 Case study (Thursday)	Case Study: Select 1 of 3 activity options to apply the inclusion flowchart in your own practice.
<b>Discussion</b>	Reflect on your positionality (Monday)	Several videos used to understand different perspectives on disability (Psychology, Critical Disabilities, Indigenous)

## Week 2:

### Building Class profiles & Individual Profiles, Individual Education Plans.

Identify the value of Student and Class Profiles & reflect on how you would use them in your practice (Monday).

Describe the components of the IEP and to navigate through Ontario's policies on Special Education (Monday)

Evaluate the appropriateness of IEPs given students' strengths and needs profile (Monday).

Gain experience writing the IEP strengths & needs section & accommodations (Thursday)

## Learning Activities

Type	Name	Description
<b>Reading</b>	Week 2 Materials & Readings	Monday In-class Resources (see OWL descriptions) 1. Teachspeced website 2. Intervention central website 3. Accommodations document 4. Ontario Special Education Guide 5. Blank Class Profile 6. Blank Student Profile 7. Learning For All 8. FAQ for Parents about IEPs
		Thursday In-Class Resources 1. Case 1 Amber & Marie 2. IEP improvement guide for educators 3. Monday's Materials.
<b>Video</b>	Week 2 (Monday)	I Can Do This, But I Can't Do That
<b>Study / Prep</b>	Week 2 Guiding Questions	How can your knowledge of a student's strengths and needs be usefully documented? Where can you note information about the student's experiences that may impact their success? What are the regulations surrounding the IEP process in Ontario? How are strengths and needs listed on an IEP? What are the types of accommodations and how can they be applied?
<b>Case Study</b>	Week 2 Case Study (Thursday)	Amber and Marie Case Study Students will read the case study beforehand and work in teams to complete 2 sections of the IEP.
<b>Knowledge Check</b>	Week 2: Scavenger Hunt 1 (Monday)	Student teams will work to find the answers to FAQ on IEP process.
<b>Practice</b>	Using Profiles & Evaluating IEPs (Monday)	Students watch a video and fill out a class profile. Students select one student & identify which IEP is a better fit.

### Week 3:

#### IEP: Creating Special Education Program Page

Be familiar with the "Special Education in Ontario" document to answer questions about the special education program pages.

Explain the differences between accommodations only, modifications and alternative programs.

Be able to create a program for a student that addresses their needs

Write effective annual goals, and S.M.A.R.T. learning expectations for the Program Pages.

Determine how the teaching strategies/assessment methods will be used to achieve the learning objective.

Create a program page from a case study (Thursday)

#### Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Monday's In-Class Resources (see OWL) 1. Ontario Special Education Guide 2. Week 2 Materials
		Thursday's Additional Resources 1. National Website on Giftedness 2. Sample IEP_ Giftedness_Elementary 3.. Sample IEP_ Giftedness_Secondary
Case Study	Week 3 Case Study (Thursday)	With either Case Study 4 or Case Study 16. Create a program page as part of the IEP.
Study / Prep	Week 3 Guiding Questions	What are the regulations surrounding the IEP process in Ontario? How is the Special Education Program Page created? How are SMART objectives written for the program?
Practice	Creating an IEP program page (Monday)	Students get practice writing learning objectives

### Week 4:

#### RTI, IEP Review, In-Class IEP Development

Describe Response to Intervention (RTI)

Explain how to apply RTI to their practice.

To plan ways of monitoring the progress of students who are struggling.

Demonstrate the ability to write several sections of the IEP (Thursday)

#### Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Monday's In-Class Materials 1. Hutchinson, N. (2017). Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers (4th ed.). Toronto, Canada: Pearson. (See p. 8-9). 2. Intervention Central Website 3. Cognitive and Academic Interventions Manual
		Thursday's Materials 1. IEP_Template.doc

## 2. Case Study Package with instructions

<b>Study / Prep</b>	Week 4 Guiding Questions	How can RTI help teachers determine appropriate instruction? How do teachers use their resources to create an IEP?
<b>Research</b>	Intervention Options	Students will have the opportunity to explore resources to include as teaching strategies for program pages.

### Week 5:

#### Universal Design for Learning

Describe what UDL is and identify the principles of Universal Design for Learning  
Describe the potential benefits of UDL and how it relates to culturally responsive teaching  
Ground UDL principles in practice and link these teaching approaches to the principles of effective learning and culturally-responsive teaching.  
Critically evaluate their own Unit Plan for Evidence of UDL  
Examine and modify a lesson plan to align better with UDL principles and support students (Thursday).  
Alter their classroom layout to adhere to principles of UDL, making it inclusive for all (Thursday).

#### Learning Activities

Type	Name	Description
<b>Reading</b>	Week 5 Materials & Readings	Monday's Materials 1. CAST website 2. Strategies and Accommodations 3. APA 20 principles of Effective Learning and Teaching 4. UDL Educator's Worksheet 5. Culturally-Responsive Teaching Approaches in Special Education article.
<b>Practice</b>	UDL principles extraction (Monday)	Thursday's Additional Resources 1. Case Study Activities 2. Case Study: Mr. Fraser & Marla 1. Chart of UDL principles for a Gallery walk
<b>Case Study</b>	Week 5 Case Study (Thursday)	Case Study 10. Use the principles of UDL and culturally-responsive teaching approaches to evaluate a lesson plan for a case study student.
<b>Study / Prep</b>	Week 5 Guiding Questions	How do the principles of UDL reflect good teaching practices? How can teachers facilitate all student learning through UDL? How do culturally-responsive teaching approaches align with UDL?

### Week 6:

#### Differentiated Instruction

Identify and apply the principles of Differentiated Instruction  
Explain how different "Differentiated Instruction Structures" can be used in the classroom.  
Differentiate instruction in their own lesson with a DI lesson Planner (Thursday).

#### Learning Activities

Type	Name	Description
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<b>Reading</b>	Week 6 Materials & Readings	Monday's Resources
		<ol style="list-style-type: none"> <li>2010 DI Scrapbook</li> <li>Choice Board Package</li> <li>DI planner</li> </ol>
		Thursday's Additional Materials
		<ol style="list-style-type: none"> <li>Case study: Annie &amp; Marge</li> <li>ADHD behaviours and strategies list.docx</li> </ol>
<b>Case Study</b>	Week 6 Case Study (Thursday)	Case Study 7. Apply one of the DI structures to a lesson plan.
<b>Study / Prep</b>	Week 6 Guiding Question	How do DI structures support student learning?
<b>Video</b>	Week 6 (online only)	<a href="http://www.teachingchannel.org/videos/differentiating-instruction">www.teachingchannel.org/videos/differentiating-instruction</a>
<b>Practice</b>	DI choice board (Monday)	Student selected activities to explore DI structures. Apply a DI structure to a lesson plan using the DI planner.

## Week 7: Psychological Reports

Understand the main components of psycho-educational reports.  
 Understand how psychological reports can support your practice.  
 Apply your professional knowledge to solve problems of practice with colleagues' case studies (Thursday)

### Learning Activities

Type	Name	Description
<b>Reading</b>	Week 7 Materials & Readings	Monday's Materials
		<ol style="list-style-type: none"> <li>Introductory Video to Psycho-Educational Reports</li> </ol>
		Thursday's Additional Materials
		<ol style="list-style-type: none"> <li>three of your colleagues' case studies (your team)</li> </ol>
<b>Study / Prep</b>	Week 7 Guiding Questions	<p>What are psychological reports?          How can they support the work you do in your classroom?</p>
<b>Discussion</b>	"Your own Case" Discussion (Thursday)	Students will discuss their own case study in a community of practice circle.

## Week 8:

### Word Reading and the HRC Right to Read Report

- Describe the processes involved in decoding and the “self-teach” mechanism of reading.
- Describe how individual differences in foundational knowledge can impact decoding.
- Define reading difficulties, its characteristics and intervention approaches.
- Critically examine the characteristics of Reading Instruction Programs.
- Align the Right to Read report with your teaching practice.

#### Learning Activities

Type	Name	Description
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Reading	Week 8 Materials & Readings	
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Monday's Resources

1. Program Comparison Worksheet.
2. Links to 5 different reading programs

Thursday's Materials

1. Right to Read Executive Report

Practice		Critical evaluation of reading intervention (Monday)	1. Evaluation of an evidence-based reading intervention
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Study / Prep		Week 9 Guiding Questions	How can evidence-based instruction in reading be adapted for students with exceptionalities?
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## Week 9:

### Reading Comprehension

- Describe late-emerging reading disabilities and possible interventions
- Describe theories of reading comprehension
- Identify approaches to support Reading comprehension and link them to reading comprehension processes.
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

#### Learning Activities

Type	Name	Description
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Reading	Week 9 Materials & Readings	
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Monday's Materials (series of weblinks)

1. Reading Rockets: Comprehension strategies
2. Teaching text structure
3. Text mapping
4. High Interest Low Vocabulary List
5. Assessing text difficulty
6. Using multilevel texts
7. Tips to teaching comprehension

Thursday's Materials

1. Psycho-Educational Report 1

Practice		Reading Comprehension	1. Evaluation of approaches to reading comprehension
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interventions evaluations  
(Monday)

<b>Study / Prep</b>	Week 10 Guiding Questions	1. How can evidence-based instruction support learners with exceptionalities? 2. What resources will support your case study?
<b>Case Study</b>	Group-Led Case Study 1 (Thursday)	Psycho-Educational Report serves as a study. Students will read the relevant report submission.

## Week 10: Writing

Explain the writing process and writing difficulties  
Provide teaching approaches and accommodations to support struggling writers.  
Utilize information in Psychological Report to plan for students in your classroom (Thursday).

### Learning Activities

Type	Name	Description
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<b>Reading</b>	Week 10 Materials & Readings	
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Monday's Material  
1. Helsel & Greenberg (2007)  
2. Misunderstood Minds website  
3. Writing Strategies: Student Worksheets  
4. Writing Strategies: Description for Teachers

Thursday's Material:  
1. Psycho-educational report 1

<b>Practice</b>	Critical Evaluation of writing skills (Monday)	1. Articulating how your writing activity 2. Group led teaching-learning activity 3. assigned psychological report activity
<b>Study / Prep</b>	Week 10 Guiding Questions	How can evidence-based instruction in exceptionalities?
<b>Case Study</b>	Group-led Case Study 2 (Thursday)	Psycho-Educational Report serves as a study activity. Last week's report will be

## Week 11: Math

Describe how mathematical ability begins to develop.  
Describe the nature of math difficulties, its characteristics and the neurological basis.  
Critically evaluate math interventions for a student who is struggling with math.  
Utilize information in Psychological Report to plan for students in your classroom (Thursday).

### Learning Activities



Type	Name	Description
<b>Reading</b>	Week 11 Materials & Readings	
<hr/> Monday's Materials <ol style="list-style-type: none"> <li>1. The Number Catcher website</li> <li>2. Numeracy Screener website</li> <li>3. EQAO report on attitudes towards Math</li> <li>4. EQAO performance on different skill sets</li> <li>5. Strategy Instruction on Math</li> </ol> Thursday's Material <ol style="list-style-type: none"> <li>1. Psycho-Educational Report 2</li> </ol> <hr/>		
<b>Study / Prep</b>		Week 11 Guiding Questions How can evidence based instruction in math address student exceptionalities? What resources will support your colleagues?
<b>Case Study</b>		Group-led Case Study 3 (Thursday) Psycho-Educational Report serves as the basis for the case study submission. Each week students will read the relevant report and submit a submission.
<b>Video</b>		Lived Experience with Math Difficulties My World Without Numbers, Line Rothman

## Week 12: Strategy Instruction

- Describe the importance of metacognition, strategy use and Strategy Instruction
- Describe and implement the Self-Regulated Strategy Development Model (SRSD)
- Utilize information in Psychological Report to plan for students in your classroom (Thursday).

### Learning Activities

Type	Name	Description
<b>Reading</b>	Week 12 Materials & Readings	
<hr/> Monday's Materials <ol style="list-style-type: none"> <li>1. Self_Regulated_Strategy_Development.pdf</li> <li>2. Strategies for Increasing Student Autonomy.pdf</li> <li>3. learningtoolbox website</li> <li>5.. Metacognition &amp; Learning Strategies_Jan_2020.pdf</li> </ol> Thursday's Additional Materials <ol style="list-style-type: none"> <li>1. Psychological Report 2</li> </ol> <hr/>		
<b>Assignment</b>		Psychological Report Questionnaire (Thursday) Complete the reflection questionnaire on the report.
<b>Practice</b>		Strategy Instruction (Monday) 1. Self-Regulated Strategy Development Model

<b>Study / Prep</b>	Week 12 Guiding Questions	How can strategy instruction support le
<b>Case Study</b>	Group-led Case Study 4 (Thursday)	Psycho-Educational Report serves as t study activity. Last week's report will be

## Assessment Activities

Type	Name	Description
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<b>Summative Assessment</b>	Due Wk 6: Class Profile	
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Students will create an ongoing class profile based on the in-class cases. There should be a minimum of 5 entries. One for each Thursday activity (except week 4). It should be completed throughout the first term and contain both facts from the case and plans for the students.

Due Nov 25th

<b>Summative Assessment</b>	Due Wk 4: In-Class IEP Development
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Students will have a class period to work in their team of 4 on an IEP for a case study provided in class. An IEP template and reflection questions must be completed.

Completed in class on Nov 10th. Rubric on OWL.

<b>Summative Assessment</b>	Due Wk 7: Original Case-Study
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Students will use in-class case studies as templates for creating their own case study and resources (written, oral narrative, recorded skit;) The last day to submit the case study is Jan 2nd. Then for Jan 5th, you will read/watch your team's cases and have a roundtable discussion.

Case study 3-4 pages. See detailed rubric on OWL

<b>Summative Assessment</b>	Due Wk 9-12: Case Leading & Teaching and Learning Activity
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Each team member will lead a session based on an assigned Psychological Report. The team member will elicit responses from colleagues about the case and will design an activity for colleagues to continue working on their competencies of inclusive practice. Facilitation Dates will be decided within the team.

## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## **Faculty of Education Pass/Fail Policy:**

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## **Participation**

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



### Curriculum & Resources

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



### Health and Wellness

[uwo.ca/health](http://uwo.ca/health)



### Peer Support

[westernusc.ca](http://westernusc.ca)



### Learning Skills

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



### Indigenous Services

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



### Student Accessibility Services

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



### Writing Support

[writing.uwo.ca](http://writing.uwo.ca)



### Financial Assistance

[registrar.uwo.ca](http://registrar.uwo.ca)



### Not sure who to ask?

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)