

HTH 101 B: Introduction to Subject Specific Methods in the General Education Classroom  
Odyssey Pre-service

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<b>Class Meetings:</b>	August, New Teacher Odyssey (3 classes)
<b>Location:</b>	HTH Media Arts Building
<b>Course Credit:</b>	1 credit (24 hours of instruction)

### **Course Description**

Pre-service course HTH 101 B introduces Interns to a variety of pedagogical approaches to instruction for students with mild/moderate disabilities. They learn how to develop lesson plans that provide equitable access to the CA K-12 core academic content. Emphasis is on understanding how to implement, adapt, modify, and evaluate instruction within a variety of educational settings, including the general education classroom.

### **Course Objectives**

Upon completion of course HTH 101 B, Interns:

- 1) Are familiar with knowledge, skills, and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students from diverse populations with disabilities.*
- 2) Become familiar with lessons that promote students' access to and achievement in the K-12 state-adopted academic content standards.*
- 3) Become familiar with information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.*
- 4) Are familiar with best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.*
- 5) Demonstrate satisfactory performance based on the Teaching Performance Expectations (TPE's).*
- 6) Are familiar with how students' characteristics relate to their mild/moderate disability and how this can impact placement, service delivery, IEP development, and instruction.*
- 7) Become familiar with school wide behavior support processes.*
- 8) Know how mild/moderate disabilities impact student learning and learn about effective methods for teaching students across all areas of the curriculum.*

9) *Understand case management practices (including legal and instructional requirements) and strategies for students with mild/moderate disabilities.*

**Course Textbooks and Resources**

Eide, B. & Eide, F. (2006). *The Mislabeled Child*. Brooke Eide, M.D. & Fernette Eide, M.D

Vaughn, S., Bos, C., & Schumm, J. (2011). *Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom*. Merrill.

**Tentative Course Schedule for HTH 101 B: Introduction to Methods for Mild/Moderate**

Session #1 Overview & Course Requirements	DUE TODAY!
<p><b>Overview Purpose of this course</b></p> <ul style="list-style-type: none"> <li>○ Watch “<i>Educating Peter</i>”... Class Discussion:               <ul style="list-style-type: none"> <li>a) Inclusive Practices</li> <li>b) Advantages/Disadvantages of different models</li> <li>c) Continuum of services and determinations for least restrictive environment (LRE):                   <ul style="list-style-type: none"> <li>● IEP Team</li> <li>● What is the LRE?</li> <li>● Legalities of LRE</li> <li>● Share different models of instruction for students with mild/moderate disabilities.</li> <li>● Reflect on Site Visits from HTH 100</li> </ul> </li> </ul> </li> </ul> <p><b>Paraprofessional Responsibilities/Training</b></p> <ul style="list-style-type: none"> <li>○ What do you need to know about Paraprofessionals?</li> <li>○ Training Paraprofessionals</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>❖ Vaughn, Chapter 1, <i>Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom.</i></li> </ul> <p><b><u>Reflection Prompts</u></b></p> <ul style="list-style-type: none"> <li>➤ Describe the advantages and disadvantages of different models of service delivery for special education.</li> <li>➤ Reflect on Michael's case. Describe why Michael has such a difficult time learning, yet has average test scores and grades in school.</li> <li>➤ Are Michael’s parents advocates or adversaries?</li> <li>➤ What is resiliency and what does it mean to you?</li> <li>➤ Describe three ways to support and develop student resiliency.</li> </ul>
Session #2 Overview & Course Requirements	DUE TODAY!
<p><b>Introduction to Classroom Management and Student Behavior</b></p> <ul style="list-style-type: none"> <li>○ What are the state and federal regulations related to school behavior?</li> <li>○ How is positive behavior promoted in school?</li> <li>○ How is safety promoted in schools? What is zero tolerance?</li> <li>○ What does a student's behavior tell us?</li> <li>○ What are some strategies for promoting a positive learning environment and behaviors in the classroom and around school?</li> <li>○ How does a student’s IEP or 504 Plan impact disciplinary decisions?</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>❖ Eide, Chapters 1 &amp; 2 in <i>The Mislabeled Child</i></li> </ul> <p><b><u>Reflection Prompts</u></b></p> <ul style="list-style-type: none"> <li>➤ Describe how a student’s behavior impacts their learning.</li> <li>➤ How is a student’s behavior identified and often misunderstood by different people?</li> <li>➤ What are your thoughts about the communicative intent of a student’s behavior?</li> <li>➤ Describe how you might use accommodations or modifications to support an IEP student in gaining access to the K-12 core academic content standards and curriculum.</li> </ul>
<p><b>PANEL PRESENTATION:</b> <i>Day in the Life of a Teacher (special education, general education, parent)</i></p>	
<p>Questions for panelists:</p> <ul style="list-style-type: none"> <li>● What does collaboration look like at your school site with the special education team?</li> </ul>	

<ul style="list-style-type: none"> <li>• What does co-teaching look like?</li> <li>• Discuss issues related to planning and communication among the educators involved with a student. How is it working?</li> <li>• What are some of the pitfalls? Some of the successes?</li> <li>• What is the process for gaining information about a student?</li> <li>• How do you feel about providing accommodations for in class assignments? Homework?</li> <li>• If the curriculum is modified how is the student graded?</li> <li>• How do you feel about the IEP process?</li> <li>• Does it provide the safeguards and supports for your son/daughter?</li> </ul>	
<p><b>Session #3 Overview &amp; Course Requirements</b></p>	<p><b>DUE TODAY!</b></p>
<p><b>Introduction to Lesson Planning</b></p> <ul style="list-style-type: none"> <li>○ Present an example of a lesson plan that aligns with the <i>Content Standards for California Public Schools, Kindergarten Through Grade Twelve</i></li> <li>○ How are the objectives/goals of the lesson plan determined?</li> <li>○ Overview of Project Based Learning (PBL)</li> <li>○ How are lessons differentiated to meet the needs of different learners?</li> <li>○ How are students' IEP goals taken into account?</li> <li>○ Review <i>Content Standards for California Public Schools, Kindergarten Through Grade Twelve</i>.</li> </ul> <p><b>What is an Accommodation? Modification? Special Factors?</b></p> <ul style="list-style-type: none"> <li>○ How are these instructional decisions made?</li> <li>○ How is a student's disability taken into account? Social/Emotional development? (e.g., Autism, Bipolar)</li> <li>○ What kinds of supports are provided for students who need social skills instruction?</li> <li>○ How would these behaviors be characterized in the classroom? List out behaviors, reasons why (hypothesis), possible solutions and teaching opportunities.</li> <li>○ When planning for instruction, how are</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ Vaughn, Chapter 3, <i>Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom</i>.</li> <li>❖ <i>Content Standards for California Public Schools, Kindergarten Through Grade Twelve</i></li> </ul> <p><b>Reflection Prompts</b></p> <ul style="list-style-type: none"> <li>➤ How are the different roles an Education Specialist plays (collaborator, consultant, co-teacher) important?</li> <li>➤ How can these instructional roles support a student?</li> <li>➤ Why should accommodations or modifications be allowed for a student?</li> </ul> <p><b>Assignment/Project</b></p> <ul style="list-style-type: none"> <li>• Mock lesson plan presentation</li> <li>• Mock lesson plan</li> <li>• Course evaluation</li> </ul>

students provided access to the general education curriculum and *Content Standards for California Public Schools, Kindergarten Through Grade Twelve* in Special Day Class, Special School, Home Hospital or other educational settings?

***SMALL GROUP PRESENTATION:*** *Develop a mock lesson plan based on specific Content Standards for California Public Schools, Kindergarten Through Grade Twelve.*

*Include:*

- *Goals and objectives of the lesson/project*
- *K-12 content standards*
- *Ideas for differentiation, be specific*
- *IEP goals based on a profile of a student with a disability*
- *Description of instructional environment(s)*

Course Requirements	Due	100 Points Possible
<p><b>Attendance and Participation</b> Attendance is required for all classes. ES Intern classes are designed for active participation. Missing class more than once results in having to repeat the class.</p>	Session 1-3	30
<p><b>Reflections</b> It is important both to think about the “how” of practice and the “why.” Reflections are a combination of classroom observations, in class discussions, and thought provoking teaching practices. Two reflective writings per course are submitted in the ES Intern’s portfolio.</p>	Session 1-3	30
<p><b>Activity: Mock Lesson Plan and Presentation</b> In your group, develop a mock lesson plan based on specific <i>Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Prepare a presentation.</i> <u>Include:</u></p> <ul style="list-style-type: none"> <li>• Goals and objectives of the lesson/project</li> <li>• K-12 content standards</li> <li>• Ideas for differentiation, be specific</li> <li>• IEP goals based on a profile of a student with a disability</li> <li>• Description of instructional environment(s)</li> </ul>	Session 3	40
<p><b>Grading Criteria</b> Interns are graded at the completion of this course in accordance with the following criteria:</p>		
<p><b>Exceeds Standards</b> Outstanding knowledge of course content demonstrated; attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.</p>		90-100%
<p><b>Meets Standards</b> Good knowledge of course content demonstrated; attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor; professionalism reflected in class participation and outside written work.</p>		80-89%
<p><b>Needs Development</b> Below average knowledge of course content demonstrated assignments missing; or class participation and/or outside written work were below average. A grade of “Needs Development” must be made up and converted into a “Meets Standards” grade within three weeks.</p>		70-79%
<p><b>Below Standards</b> Failure. Any “Needs Development” grade that is not made up within four weeks automatically converts to a “Below Standards” grade. Interns receiving a “Below Standards” grade may be dropped from the program.</p>		69% or below