Description
This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of Instructional Models & Design, Supervision & Culturally Responsive Teaching. In this case, your competence will be assessed by the successful completion of the Praxis Exam aligned with the areas of content within this course study. The stages of the learning process are listed in a sequence below at the point in which you should have covered the learning essential to build the necessary competence to successfully master the Praxis assessment. Once all stages are completed at the appropriate level of competence, you should be prepared to matriculate the Praxis Exam and receive a PASS on your Academic Action Plan (AAP) for Professional Planning, Design & Development. As with any learning activity, stages may be completed more quickly than noted below, or they could take the full amount of time indicated. We provide the pacing (Week One, Two, etc.) as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessment on time. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress (SAP) and Graduation.

Introduction
Welcome to Professional Planning, Design & Development. This sub-domain is fundamental to developing a solid base of knowledge and skills in planning and designing effective curriculum for diverse learners in inclusive classrooms at all age levels, beginning with preschoolers and continuing through high school. Inclusion is and has been a controversial area. The new focus on differentiating instruction, connecting data to instructional planning in standards-based classrooms requires teachers to be able to assess learners and adapt curriculum to ensure success. Teachers must be able to effectively apply information from assessments to adapt curricula for students with diverse learning, language, and cultural backgrounds. Inclusive education demands teachers work collaboratively with parents and other professionals. This component of your work at WGU is designed to help provide you as teachers and prospective teachers, with comprehensive information on the instructional strategies and planning required to meet the needs of students in the inclusive educational setting, linking data and assessment with standards and curriculum adaptation to ensure all students have access to the general education curriculum and community. Working effectively in inclusive settings requires teachers to have an understanding of the history and laws that govern special education. Teachers can use the most effective, research-based instruction, modify it to meet the needs of diverse learners, and provide the conditions that will ensure that all children can achieve and succeed. This kind of teaching will allow all students to achieve, and it will close the gap in achievement among groups of children. It is a very exciting time to be in special education.

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Wednesday, 12:00-2:30 pm PST
Thursday 8:00-12:00 am PST
Competencies
There are several academic competencies associated with this course of study that will be addressed sequentially over the next several weeks. This list is a good overview of precisely what you will know and do at the conclusion of this course of study and what you will be able to demonstrate through assessment.

Competency 631.4.1: Instructional Design and Strategies for Inclusive Classrooms
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

Competency 631.4.2: Instructional Management
The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

Competency 631.4.3: Management and Supervision of Paraprofessionals and Other Staff
The graduate is prepared to perform responsibilities as directed by and in a manner consistent with laws and policies in the supervision of paraprofessionals and other staff utilizing effective supervision and constructive feedback based on frequent interactions.

WGU Statement of Teaching Dispositions
Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics:

- Competent and caring
- Respectful and embracing of diversity
- Reflective practitioners
- Equitable and fair
- Professional practice consistent with the belief that all students can learn
- Collaborative professionals
- Professional leaders and change agents

Please review the “Teacher’s College Code of Ethics” found in the WGU Student Handbook (http://kb.wgu.edu/article.asp?article=1489&p=3). Practice the dispositions above while working through this course of study. Reflect on your learning and believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the learning community, and be a leader of change by making suggestions to improve this learning document.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the
The Assessment
Instructions for Registering for Praxis Exams

The Special Education Program uses “third party objective exams” meaning exams that are written and proctored by an organization other than WGU. Special education exams are Praxis exams, created and proctored through the Educational Testing Service or ETS. The procedure for registering for these exams is different than for other WGU objective exams. Please follow these directions very carefully:

Choosing your testing sites and dates

- Go to www.ets.org
- On that site, click on PRAXIS series
- On this site you will find at least three (3) sites near you that offer SUBJECT exams. You can find these by clicking on “TEST CENTERS AND DATES”
- You will look on the right side of the screen for Praxis I and II Paper Based Testing Centers.
- Select your testing location (it is sometimes better to select all testing centers in US- especially if you are in a state that may not have many centers).
- Choose three locations that indicate that P2 (Praxis II) is available for the dates you will be taking the exam (remember to write down the number and the name of the testing centers)
- Once you have located you testing centers and are sure that the tests are available on the dates you desire. You will need to create a profile (if you don’t already have one). This profile is what WGU will need to register you for the exams.
- Close the Window by clicking in the upper right hand corner.

Creating an ETS profile

Then: On the main Praxis page, on the left hand sidebar click on REGISTER ONLINE box. This brings up a window that allows two options, click on the right side, Click REGISTER ONLINE for paper based test.

New Users may sign up for a free account by clicking on SIGN UP.
Create your profile by filling in the required information and then click SUBMIT.
MAKE SURE YOU WRITE DOWN YOUR PASSWORD AND USERNAME!

Referring for the exam through your AAP

Once you have your profile, you will need to follow these directions on your WGU AAP:
- On your AAP, click on OBJECTIVE EXAM for the PRAXIS exam.
- This should bring you to the ASSESSMENT REFERRAL tab.
- In the box where it says NAME--- type in the NAME and CODE NUMBER for your first choice Praxis Testing Site.
- In the box PHONE: type in YOUR home phone number—not the number for the testing site.
- Click on CONTINUE
- On page 2, type in the time and date for the exam. In the other 2 choices, type in the next two (2) consecutive dates (if the exam is July 26, type in 1. July 26, 2. July 27 and 3. July 28)
- Click continue
On the OTHER CONSIDERATIONS page you will need to type in the following information:

- **Type in the Code for the Exam**
- **Your Name**
- **Your ETS user name**
- **Your ETS password**
- **Your Date of birth:**
- **Your SS #:**
- **Your Current mailing address:**
- **Your Current phone #:**
- **Three Praxis sites near your location WITH the CODES (you can find these codes on the ETS website).**

**Required Learning Resources**

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week-by-week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

**Required Learning Resource** (See listing on the resources tab of your AAP to enroll or order):

**Textbooks**


**Online and Postal Learning Resources:**

Learning Communities

Be sure to visit the Special Education Learning Community and Program Community. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your communities to receive continued support through professional enrichment and program-specific chats, blogs, and discussions, as well as networking with other students in the same degree program.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

Week 1
Preparing for Success
To successfully complete PX52 candidates need the appropriate resources to help with your learning. A calendar outlining your schedule would be a very helpful tool when planning your study schedule.

Competency Title 631.4.1: Instructional Design and Strategies for Inclusive Classrooms
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week's activities, candidates will be able to:
- Describe the characteristics of effective inclusion teaching
- Describe the conditions necessary to build and maintain a collaborative partnership
- Identify effective communication skills needed for collaboration
- Identify skills needed for conflict resolution
- Plan for teaching in an inclusion setting
- Define the terms: inclusion, action plan, collaboration, conflict styles, cooperative teaching, deficit model, Jigsaw, needs assessment, negotiation, pull-out models, scaffolding, UDL

Acquire Learning Resources
Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week by week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

Order Your Textbooks
The textbooks that you will need to order for this course of study are listed below. You will need to order these early in order to avoid any delays in getting them when required throughout the next 10 weeks.


Online Resources: [www.teachspecialed.com](http://www.teachspecialed.com)
Access Course 9, Collaboration and Instructional Planning in the IEP Process, Modules 1 all lessons

### Instructional Text
Candidates will use the following text as they study this topic: *Differentiating Instruction in Inclusive Classrooms*, 1st ed., 2005, Hager, Diane, Klinger, Janette K., Pearson Allyn & Bacon. (ISBN 0-205-34074-1)

#### Required Reading for this week
- Read selected chapters in Differentiating Instruction in Inclusive Classrooms
- Read Chapter 1 in Differentiating Instruction

### Instructional Design Strategies
Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on
ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. In this section you will work towards building competency in all these areas.

**Inclusion Understanding the Components of Inclusive Education**
Inclusion is a model of service delivery to children and youth with disabilities, including students who are gifted and talented. Inclusion is based on the premise that children with exceptional needs can benefit both academically and socially, from being education with non disabled peers in the regular education classroom setting rather than in separate special education settings. The basis for this movement can be found in Public Law 94-142, the Education for All Children Act (PL 94-142). The law attempts to provide students with exceptional needs the maximum amount of educational exposure with their general education peers -- also known as the Least Restrictive Environment (LRE) provision. It is important for all teachers, not just those working in special education to understand the concepts and principles of inclusion. However, as a special education teacher, you may be called up to assist others in understanding this model of service delivery. Therefore, it is very important that you have a thorough understanding yourself.

**Instructional Design and Strategies for Inclusive Classrooms**
Many general educators believe that they need specialized strategies to teach students with disabilities.

- **Identifying Components/Features**
  According to the authors, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. Additionally, several guidelines are noted to help educators form an understanding and develop ideas around differentiating instruction.

  - Make a graphic organizer showing different concepts in math that can be differentiated for students in elementary school. Middle school. High school.
  - Create a diagram representing how you differentiate for you learning differences while working through your studies at WGU.

  Make a list of the elements and materials that can be used to support instructional content.

  - What should teachers keep in mind when trying to align tasks and objectives to learning goals?
  - Describe what teachers should know about content before they attempt to differentiate? (hint: it helps to know what they want the student to learn= learning objective)
  - How does grouping impact differentiation of instruction?
  - What impact does classroom management have on the success of differentiation of instruction?
  - What areas of instruction can be differentiated?
  - How might a teacher vary expectations and response requirements?
• Describe ways assessment can be used as a teaching tool.
• Outline ways to clarify key concepts

Understanding Collaborative Teaching
Review Course 9 in www.teachspecialed.com, Assessment for Instructional Planning and Decision Making Module 1, Models of Collaboration, all lessons
Module 1, Models of Collaboration. This module addresses the following topics: defining cooperative teaching, identifying key interpersonal skills, discussing the five key elements of cooperative teaching, and how to get started in cooperative teaching.

Access Course 9, Module 1 in Sopris West. As you read through the modules, focus on definitions in boxes along the margins. Pay close attention to the definitions of inclusion and the philosophy of inclusion described by the author. As you review module 1 in course 9, focus on Lesson 1. Use the presentation video to introduce the lesson.
1. Create a timeline of the legal foundation for inclusion.
2. The essential elements of inclusive schools diagram should be included in your notes, adding examples when possible.
3. Review the characteristics of an inclusive classroom and add examples to extend the aspects. Define differentiated instruction and add examples of multilevel instruction, accommodations, and flexible grouping practices.
4. Connect the role of teaching standards to differentiated instruction.
5. Pay attention to key concepts and focus questions in the text. As you review module 1 in course 9, focus on Lesson 1. Use the presentation video to introduce the lesson.

Meeting Individual Needs
1. Create a timeline of the legal foundation of inclusion.
2. Create a diagram of the essential elements of an inclusive school and add examples.
3. Connect examples of accommodations, multilevel instruction and flexible grouping practices to the diagram.
4. Highlight key concepts.

Characteristics of Learners with High Incidence Disabilities
You will use the following text as you study this topic: You will use the following text as you study this topic: Differentiating Instruction in Inclusive Classrooms, 1st ed., 2005, Hager, Diane, Klinger, Janette K., Pearson Allyn & Bacon. (ISBN 0-205-34074-1) pbk.

Cross-Categorical Service Delivery
Create a chart describing cross categorical service delivery and inclusion settings in chapter 1. Add descriptions of the learners and strategies that can be effective.

Special Education Terminology
Use the Chapter (Chapter 1, 2) tools on the companion site for each chapter to practice your ability to recall terminology, use concepts in guided questions and write reflections. This site will supply you with sample answers after you have submitted practice tests. This will help prepare for assessment/exams later.
Week 2

Instructional Design and Strategies for Inclusive Classrooms, Part II

Standards Based Classrooms
Learning about standards-based classrooms will help you connect standards to instructional planning.

Competency Title 631.4.1: Instructional Design and Strategies for Inclusive Classrooms
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week’s activities, candidates will be able to:
• Discuss standards-based instructional strategies

☐ Required Reading for this week
• Read Chapter 3 in “Differentiating Instruction in Inclusive Classrooms”
• Read Chapter(s) 3 & 7 in “Data Driven Differentiation in the Standards-Based Classroom”

☐ Collecting Data for Diagnostic Teaching
Offer examples of data collection forms. Create examples of how data can be used to drive instruction. Create a unit planning grid that uses the data and standards to organize a unit of study.

☐ Terminology
Key concepts and terms should be included in your terminology notebook. Include and expand using examples.

Week 3

Instructional Design and Strategies for Inclusive Classrooms

Strategies for Reading and Writing Instruction in Inclusive Classrooms
Comprehensive approaches to literacy instruction

Competency 631.4.1: Instructional Design and Strategies for Inclusive Classrooms
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week’s activities, candidates will be able to:
• Design, develop, select and utilize appropriate standards-based instruction
Outline instructional strategies and materials for use in an inclusive classroom
Identify instructional strategies to make accommodations for diverse learners

☐ **Required Reading for this week**
  - Read Chapter 7 in “Data Driven Instruction in Inclusive Classrooms”

☐ **Strategies for Literacy**
Lesson Plan for Literacy. Create a lesson plan for literacy using the templates in Chapter 7, Data Driven Instruction. Incorporate instructional strategies for inclusive classrooms. Connect standards with data and content. Describe accommodations for diverse learners. Compare this plan with a peer’s.

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**Week 4**

**Instructional Design and Strategies for Inclusive Classrooms, Part IV**

**Instructional Text and Companion Website:**
Candidates will use the following texts as you study this topic:


**Strategies for Teaching Math in the Inclusive Classrooms**

Comprehensive approaches to mathematics instruction are essential for successful inclusive classrooms.

**Competency 631.4.1: Instructional Design and Strategies for Inclusive Classrooms**
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week’s activities, candidates will be able to:

- Discuss instructional strategies for inclusive classrooms
- Create rubric to assess math lesson

☐ **Required Reading for this week**
  - Read Chapter 8 in “Differentiating Instruction”
  - Read Chapter 4 in “Data Driven Differentiation”

☐ **Strategies for Mathematics**
After you read Chapter 8 in Differentiating Instruction and Chapter 4 in Data Driven Differentiation, create a Lesson Plan for Mathematics. Create a lesson plan for using the templates in Chapter 7 of Data Driven Instruction. Incorporate instructional strategies for
inclusive classrooms. Connect standards with data and content. Describe accommodations for diverse learners.

**Rubrics**
Math Unit Rubric. Create a math rubric based on a math unit you have taught or one you have created. Apply this rubric to the lesson plan created in “Strategies for Mathematics:

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**Week 5**
**Instructional Design and Strategies for Inclusive Classrooms, Part IV**

**Instructional Text and Companion Website:**
Candidates will use the following texts as you study this topic:


**Core Content Areas**
Learning about core content areas is essential for successful inclusive classroom teachers.

**Competency Title 631.4.1: Instructional Design and Strategies for Inclusive Classrooms**
The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week’s activities, candidates will be able to:
- Discuss teaching strategies for English Language Learners
- Summarize strategies to aid in student comprehension
- Differentiate among accommodations, modifications and adaptations

**Required Reading for this week**
- Read Chapter 9 *Differentiating Instruction in Inclusive Classrooms*.

**Supporting Learners in Core Content Areas**
Pay attention to focus questions and key concepts. Attend to the accessibility of the curriculum, vocabulary, context clues, writing and study skills. Describe learning strategies to help students understand, store, and retrieve complex information.

1. Connect IDEA with the opportunities for students to progress in the general curriculum. Describe the importance of vocabulary development and core content area learning.
2. List and offer examples of how students can be taught to use context clues, morphemic analysis, graphic organizers.
3. List five adaptations as a means for making adjustments for individuals.
4. Differentiate accommodations, modifications and adaptations.
5. Give examples of each.
6. Pay close attention to the diagrams in the chapter and the examples in boxes.
7. Discuss learning logs and why they are used.
8. Create a note taking form.
9. Expand on strategies for students who are also English Language Learners.

☐ Terminology

Key concepts and terms should be included in your terminology notebook. Include and expand using examples. Differentiate among accommodations, modifications and adaptations. Give examples of each.

Week 6

Instructional Design and Strategies for Inclusive Classrooms, Part IV


Inclusive Secondary Settings and Transition

Learning about inclusive secondary settings and transitions will help you successfully teach these learners.

Competency 631.4.1: Instructional Design and Strategies for Inclusive Classrooms

The graduate can design, develop, select, and utilize appropriate standards-based instructional strategies and materials for inclusive classrooms.

After completing this week’s activities, candidates will be able to:

- Identify challenges and demands for both students and teachers in secondary settings.
- Describe the inclusive practices in secondary classrooms.
- Identify inclusion in secondary schools.
- Describe transition services

☐ Required Reading for this week

- Read Chapter (s) 10 & 11 in “Differentiating Instruction in Inclusive Classrooms”

☐ Secondary Settings

Pay attention to focus questions and key concepts As you read through this chapter, focus on peer support, literacy learning.

1. Identify challenges and demands for both students and teachers in secondary settings.
2. Describe the inclusive practices in secondary classrooms.
3. Focus on the different roles of teachers in the secondary setting.
4. Identify how inclusion can be successful for secondary schools.
5. Answer the focus questions.
7. What are curricular and social challenges for secondary students?
8. Address literacy instruction and development at this level.
9. Create a vocabulary building exercise for a secondary student, personalizing the instruction.

**Terminology**
Key concepts and terms should be included in your terminology notebook. Include and expand using examples.

**Transition Plan**
After you read Chapter 11 in Differentiating Instruction, create a transition plan for a student you have taught or create one for a student you have read about.
1. Describe five major areas of transition services.
2. Consider an elementary student and create an informal plan to address how a current program will prepare a student for successful transition.

### Week 7

**Instructional Management Part I**
Candidates will use the following texts as you study this topic: Teaching Students who are Exceptional, Diverse, and at risk, 4th ed., 2007. Vaughn, Sharon, Bos, Candance S., Schumm, Jeanne, Shay Allyn & Bacon, (ISBN 0-205-40773-0) pbk.

**Instructional Management**
Student will utilize a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

**Competency 631.4.2: Instructional Management**
The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

After completing this week’s activities, candidates will be able to:
- Discuss RTI
- Discuss IDEA and Vocational Rehabilitation Act
- Describe and explain and IEP

**Required Reading for this week**
- Read Chapter 2 in “Teaching Students who are Exceptional”
- Read Chapter 1 in Vaughn.

**IDEA and Vocational Rehabilitation Act**
Create a chart that links the basic laws and procedures to your responsibilities as a teacher. Google and read about IDEA 2004.
1. Focus on laws and inclusion this act includes
2. Review influential court cases and recent influences presented in your reading
3. Connect the laws and court cases with teacher responsibilities
4. Review the Tips for Teachers and the 60 second lessons.
5. Add to your special education vocabulary notebook and include the key terms and concepts at the end of the chapter.
6. Describe the role of collaboration in meeting students’ needs.
7. List the benefits and challenges.
8. Choose one of activities at the end of each chapter to discuss with a peer
9. Describe and explain IEP.
10. What is its purpose and who is responsible for developing and implementing the IEP. List five pieces of information which must be included.
11. Think about the concerns and challenges you will face as a teacher in an inclusive classroom.
13. Connect public policy and teacher responsibilities as they are evolving.
14. Review procedures and processes of identification and screening through referral and placement of special educations students.
15. As you review this online resource, reflect on your own school setting and experience.

**Collaboration**
Inclusive education demands that teachers collaborate effectively with other professionals and parents.

- **Create Examples of Classroom Policy**

  Access www.teachspecialed.com Course 9 Module 1. Review the questions for module 1. Review the tables and focus questions in the text.

  1. Create a co-teaching lesson plan using one that you may have already used or created, adapting it for a special educator and a general educator.
  2. Review the samples and research briefs.
  3. Take the coteaching rating scale on page 48.
  4. The 60 second lessons offer classroom-based information that is very useful and practice.
  5. Review the tips for teachers.
     Review a beginning of the Year letter you may have used and compare to the one in figure 2.12.
  6. Key terms and summaries are helpful to review the content and your understanding of the terms.
  7. Write a homework policy statement for an elementary classroom explaining the roles of student, parent, and teacher.

**Week 8**
**Instructional Management  Part II**
Candidates will use the following texts as they study this topic: *Teaching students who are exceptional, diverse, and at risk*, 4th ed.,2007, Vaughn, Sharon, Bos, Candance S., Schumm, Jeanne, Shay Allyn & Bacon, (ISBN 0-205-40773-0) pbk.
Instructional Management
Student will utilize a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

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<thead>
<tr>
<th>Competency 631.4.2: Instructional Management</th>
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<tbody>
<tr>
<td>The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.</td>
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After completing this week’s activities, candidates will be able to:

- Discuss IDEA 2004
- Define learning disabilities
- Discuss techniques of parallel talk, expansion and elaboration and ways to use them in interactions with students

□ Required Reading for this week
- Read Chapter 3 in “Teaching Students who are Exceptional, Diverse, and At Risk”
- Access www.teachspecialed.com and read course 2 modules 1-3

□ Students with Learning Disabilities, ADHD
After completing your readings both text and modules, create a lesson plan. Review questions at the end of the modules can help identify areas to review. Chapter 3 includes definitions and types of learning disabilities. Be sure to add the terminology that is new to your terminology journal.

1. Review the IDEA definition of LD.
2. Pay attention to Response to Intervention. How is RTI used in your school setting?
3. The boxes and charts offer ways to organize the material in visual and organized ways. See if you can list signals of possible LD and what you as the teacher should consider when referring students suspected of having a LD.
4. Describe the role of technology to help students succeed in learning.
5. How can teachers present information in multiple ways?
6. Be prepared to list key strategies for teaching students with LD.
7. Consider a lesson plan you have used and attempt to incorporate some of these strategies for a student with a LD.
8. How does IDEA handle students with ADD?
9. Review the definitions and types.
10. Try to connect these to a student you know.
11. Tips for Teachers and the tables are helpful visual representations of information. Describe the two federal laws which guarantee children with ADHD FAPE.
12. How do the two laws influence services for these students?
13. Review interventions and then try to create a lesson plan for a student after reviewing the sample on page 88.
14. Key terms and concepts at the end of the chapter should be reviewed.
15. See if you can discuss them and offer examples if appropriate.
Students with Communication Disorders
Create a Word Game. Review the focus questions at the beginning of the chapter 4 in Teaching Students who are Exceptional. Use the figures with definitions and components to help you understand the content. Pay attention to the Tips for Teachers and review RTI (response to intervention). Utilize the tech tips feature in the chapter. The 60-second lesson feature is an important tool to understanding the content.
1. Review tables which will explain educational interventions for students with attention disorders.
2. Add the key terms and concepts (at the end of the chapters) to your special education notebook of terms.
3. Be prepared to offer examples as well as definitions.
4. Utilize the research brief sections in the chapters.
5. Review the American English Idioms in figure 4.3.
6. Pay close attention to the Tips for Teachers.
7. List ways teachers can promote communication in the classroom and ways teachers can help parents extend language concepts.
8. Consider the techniques of parallel talk, expansion and elaboration and ways you could have used them in interactions with students.
9. Try to create your own word game for younger children to promote language using the sample on p. 107.
10. Review promoting effective communication in your classroom (4.6) and compare these to your own classroom situation and list things you can add.

Week 9
Instructional Management III

Instructional Management
Student will utilize a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

Competency 631.4.2: Instructional Management
The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

After completing this week’s activities, candidates will be able to:
• Define ASD
• Outline the characteristics of students with ASD
• Discuss emotional and behavioral disorders
• Provide the federal definition of emotional disturbance

Required Reading for this week
- Read Chapter 5, 6 in “Teaching Students who are Exceptional”
- Access www.teachspecialed.com Course 2 Module 2 and 3

**Students with ASD (Autism Spectrum Disorders)**

Interview a Teacher of students with ASD or a parent. During your readings and review of this module, pay attention to the definitions of ASD and characteristics of these students. Addressing challenging behavior is an area of complexity.

1. Review the summaries at the end of the chapters as well as the key terms and concepts. Be prepared to offer examples to support your explanations.
2. Discuss the definition of autism spectrum disorders.
3. Review the tips for teachers.
4. Describe characteristics of students with autism spectrum disorders.
5. Explain the importance of classroom routine for students with ASD.
6. Review social stories the example in figure 6.2.
7. Think about a situation in your classroom where social stories might be useful and create a social story that might apply to that situation, using the instructions in the chapter.
8. Be prepared to discuss the BIP and describe what that is (behavior intervention plan) in detail.
9. Focus on the Functional Behavioral Assessment section and discuss an example.
10. Focus on the standards-based curriculum and education and the interconnectedness of the standards with the curricular elements, practical strategies for differentiating curriculum and strategies for differentiating content.
11. Review importance of structure.
12. Try to link communication skill development and behavior.
13. Practice understanding the function of behavior in a student without ASD.
14. Conduct a preference assessment on a student without ASD to practice.
15. If possible, talk to a teacher and parent of a student with ASD and compare their descriptions of the child’s behavior.

**Teaching Students with Emotional and Behavioral Disorders**

Read about sample student Lenox who is in first grade. After you read chapter 5, be prepared to list interventions you might try. Describe behaviors you might expect from him. Try to review the assessment questions. As you read the chapter and review the course, try to consider emotional and behavioral problems exhibited occasionally by most children. Then compare those to the definition of emotional and behavioral disorders. Pay close attention to definitions and the federal definition of emotional disturbance.

1. Compare the ED federal definitions and DSM-IV mental disorders.
2. Pay attention to the tips for teachers and activities for all learners.
3. Review the use of a kitchen timer and think about how you could incorporate that tool into your classroom setting.
4. List some instruction adaptations that could be successful in students with Emotional or Behavioral Disorders.
5. List examples of externalizing behaviors and internalizing behaviors.
6. Describe the criteria considered to interpreting emotional or behavioral problems.
Week 10

Instructional Management  Part IV

Instructional Text and Companion Website:
Candidates will use the following texts as you study this topic:


After completing this week’s activities, candidates will be able to:
- Describe procedures that manage educational programs
- Outline culturally responsive teacher practices
- Adapt lesson plans for ELL student

### Instructional Management

Student will utilize a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

### Competency 631.4.2: Instructional Management

The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

- **Required Reading for this week**
  - Read Chapter 11 in “Teaching Students who are Exceptional and Diverse”
  - Read Chapters 1-7 in “Curriculum Adaptations”

- **Teaching Culturally, Linguistically Diverse Students**
  Adapt a lesson plan, creating Curriculum Adaptations for a ELL student. Focus on the tips for teachers and the development of Second Language and bilingual education in the US.
  1. Review the 30 second lessons, and teaching strategies for promoting content and second language learning.
  2. Define and discuss the key terms and concepts.
  3. Focus on laws and inclusion.
  4. Address curriculum adaptations for ELL.
  5. Utilize the four interrelated curricular elements to understand how these elements affect each other as curriculum is implemented.
  6. Focus on the factors associated with effective change to adapt and differentiate instruction.
  7. Discuss five standards for effective teaching and learning for ELL.
  8. Focus on the checklists and guides in the Hoover text.
  9. Review student study strategies and how they can be implemented in the inclusive classroom.
  10. Try to adapt a lesson plan you have already created for a ELL student.
11. In the Hoover text, chapter 6, review page 120 and the guide for cultural considerations in curriculum adaptations.
12. Review the checklist for evaluating curriculum and instruction.
13. Try to apply it to a classroom situation with which you are familiar.
15. Review the information and then create your own guide for either a student in your current classroom or from a previous classroom situation.

**At-Risk Students**

Create list of school /community resources for At Risk Students and their Families. Read Chapter 12 in *Teaching Students who are Exceptional and Diverse*. After reviewing the focus questions and figures be prepared to define students at risk and the conditions that place them at risk. Pay attention to the signs and symptoms of abuse.

1. Find out what procedures teachers at your school or district must follow when they suspect abuse.
2. What are the resources in your community for abused children and their families?
3. If your school has a social worker, ask about programs that are available for students and their families.
4. Consider the current economic situation and how children will be impacted as families lose jobs and homes.
5. Try to find out what resources schools may have or need to have for these students and their families as more families struggle with this economic crisis.
6. If there are military families in your community, try to find out how these students and families are at risk due to the stress and strain of deployment and consequences of war.

**Week 11**

**Instructional Management Part V**

Instructional Text and Companion Website:

**Instructional Management**

Student will utilize a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.

**Competency 631.4.2: Instructional Management**

The graduate utilized a variety of instructional procedures to effectively manage educational programs and create culturally responsive teaching practices for children with mild/moderate disabilities, PK-12.
After completing this week’s activities, candidates will be able to:

- Discuss the effective management of educational programs
- Discuss diversity in the environment of children with disabilities
- Discuss the role of collaboration in curriculum adaptation

**Required Reading for this week**

- Read Chapter(s) 3-7 in “Curriculum Adaptations”.

**Curriculum Adaptations**

1. Design a chart describing the four issues in curriculum adaptations. Include examples from a classroom. Read Chapter 1 and 2 in Curriculum Adaptations. Be prepared to discuss the fundamentals of curricula and the four issues in curricula and curriculum adaptations.
2. Articulate the levels of influence affecting curriculum implementation.
3. Create a chart.
4. Be able to explain the interactions among curricular types in the classroom.
5. Using a classroom situation, try to provide some examples of what they mean.
6. Pay close attention to the interrelationships among curricular elements.
7. Review the examples provided under situations and apply these examples to the curricular elements.
8. Articulate the phases in the alignment of standards with curriculum.
9. How does this alignment help meet the needs of students with learning and behavioral problems?

**Identifying and Implementing Curriculum Adaptations in Inclusive Education**

Take a unit of instruction you have used or created and apply curriculum adaptations for students with ELL and Special Needs. Review each guide and try to practice using them in your own classroom or a classroom with which you are familiar. How can these guides help a teacher meet the needs of students? Create a list with brief explanations of the teaching strategies that are described. Discuss how the strategies discussed may facilitate adaptation of one or more of the four curricular elements. Try to apply a possible classroom situation which would offer an example. Review the guides for ELL in chapter 6. How can they be used to support these learners in the general education classroom? Discuss the role of collaboration in curriculum adaptation. Reflect upon examples from a school setting where you observed collaboration.

**Week 12**

**Management and Supervision of Paraprofessionals and Other Staff**

Instructional Text and Companion Website:
Candidates will use the following texts as you study this topic:

Paraprofessionals
Teachers must be prepared to perform responsibilities as directed by laws and policies in the supervision of staff.

Competency 631.4.3: Management and Supervision of Paraprofessionals
The graduate is prepared to perform responsibilities as directed by and in a manner consistent with laws and policies in the supervision of paraprofessionals and other staff utilizing effective supervision and constructive feedback based on frequent interactions.

After completing this week’s activities, candidates will be able to:
- Discuss the role of teacher as the instructional leader
- Outline responsibilities of a paraprofessional

☐ Required Reading for this week
  - Read Chapter 1-5 in “Paraprofessionals in Schools”.

☐ Roles and Responsibilities of Paraprofessionals
Compare and Contrast Roles. Be prepared to contrast the roles and responsibilities of a teacher and a paraprofessional.
- Discuss standards for paraprofessional preparation.
- List classroom responsibilities that are clearly teacher responsibilities and cannot be shared by the paraprofessional in the classroom.

☐ Teamwork
How is the teacher the instructional leader of the team?
1. Review a classroom experience or observation where a paraprofessional exhibited the skills necessary to be effective.
3. How does the training and preparation of paraprofessionals lead to better communication and teamwork in the classroom?

Conclusion
Congratulations on completing the Course of Study for the Praxis 542 in Special Education at Western Governors University! As you progress through your program, remember the information you have acquired here and how it can be applied to your other WGU assessments, as well as your personal and professional life. You have completed a broad range of topics while completing this course of study. You have spent time remembering how assessment is important to the Special Education process. Thank you for the effort you have devoted to the learning of important aspect of not only assessment but the other components of a Special Education program such as working with paraprofessionals. Reflect on how to use assessment as a guide when developing lesson plans.

The Next Steps: Final Preparation and Assessment
These last activities will guide you through the final steps leading up to your taking of the 0542 Praxis Assessment.

Review of Concepts
• Pick a question from an activity in each topic. Try to answer these questions without your Study Journal. Any questions you can’t answer on your own signify an area you need to focus more closely on.

• Read through each competency statement (found just after the introduction on this Course of Study). Write a brief summary of the content each statement asks you to know. Review these with your mentor, another candidate through the learning community.

• Another way to check your understanding is to start with blank paper and write down your understanding of the topic. Pretend you are going to discuss this topic with another Special Education teacher. You can also post your understanding in the community for review.

Feedback
If you wish to provide feedback on this course of study, please contact Dr. Sara Cloutier at scloutier@wgu.edu