



The Special Education Program Candidate Vision:  
*We are a community of learners knowing, doing, and becoming.*

### **Education 416: Specialized Instructional Methods and Materials**

Term:

Instructor:

Office/Office Hours:

Phone/E-Mail Address:

#### **Course Description:**

Current literature and research on effective, research-based instructional practices will be used as the basis for developing advanced skills necessary implement instruction for special needs students. Materials will be examined and evaluated in terms of their usefulness for instruction of group and individual exceptional students. We will also discuss ways to adapt materials and modify the curriculum in order to enable access for all students. An emphasis will be placed on the utilization of assessment results and the documented research that goes along with each instructional strategy.

#### **Texts:**

Bob Algozzine, Jim Ysseldyke, & Judy Elliott Strategies and Tactics for Effective Instruction © 1997 ISBN: 1570351198

#### **Course Goals and Objectives:**

Through the readings, discussions, and activities offered in this course, candidates should be able to

- Demonstrate a knowledge base for each of the basic skills in reading, writing, and mathematics. (S-1 I-1,2,3)
- Use principles of learning when selecting and implementing research-based learning and instructional approaches. (S-2 I-1)
- Demonstrate an understanding of basic principles of effective teaching and how they apply to the instruction of exceptional students.
- Demonstrate an understanding the importance of effective learning environments. (S-4 I- 1,2,3)
- Demonstrate skill in using assessment data (both formal and informal) to select and evaluate the effectiveness of instructional approaches. (S-5 I-1,2)
- Understand and demonstrate the ability to implement a variety of research-validated teaching approaches (including direct instruction, cognitive strategy training, and cooperative learning techniques) in reading, written language, math, and content area instruction. (S-6 I-1,2,3,4,5)
- Become familiar with some of the currently available technology and demonstrate an understanding of how it can be appropriately used with exceptional learners. (S-6 I-1,2,3,4,5,6)
- Understand the importance of working with paraprofessionals, students' families, as well as how to create a safe environment that will enable respect, fairness, and will allow students to take risk. (S-8 1,2) (S-10 I-1,2,3,4)

#### **Instructional Methods:**

## Instructional Techniques Research and Demonstration:

Candidates will have three major assignments in this class:

1. Candidates will develop a Tactics for Teaching Notebook
  2. Observational Practicum Journal / Instructional Project & Presentation
  3. Formal paper and class presentation on a research based method and / or strategy
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1. Candidates will create a Tactics for Teaching Notebook, which should be categorized into the following areas: Reading, Writing, Spelling, Math, Interventions, , Notes, Practicum Journal, Assistive Technology Projects, Instructional Projects, and Exams
  2. Observation and development and of at least three lessons using scaffolding procedures and technology.

As part of this class candidates will be required to be actively involved for 7-10 hours in a special educational classroom. During this time candidates will be observing the effectiveness of the current strategies and materials used for instruction. Candidates will be required to do some time sampling data of student on and off task time. Candidates will also be implementing their own strategy under the supervision of a certified teacher

\*NOTE: Choose an instructional program or technique of interest to you. It may be one with which you are somewhat familiar, but it should not be one that you have used extensively. One rationale for the assignment is to give you an opportunity to expand your repertoire of teaching techniques. Another rationale is to increase your skill in investigating new or different techniques so that you will be better able to do so as a teaching professional.

This assignment represents a major part of the course. Candidates should begin to give thought immediately and begin to work on it as soon as the decision on which instructional program or technique to be explored has been made.

There will be three components to the project: (1) a paper, (2) a videotaped demonstration, and (3) a class presentation.

a) Once candidates have chosen a program or technique that incorporates technology, research it thoroughly. What is its theoretical rationale? For whom was it designed? Has research been conducted on its effectiveness? Why is it being promoted and by whom? Can you find someone who is using it or has used it? What has been his/her experience with it?

b) Next, try it out with a student or a group of students. Use it for a long enough period of time to determine whether it should or should not be used in a special education setting. Candidates should videotape themselves conducting one full session or parts of several sessions. (If students are identifiable, be sure to get written permission from parents to tape.) After the background research has been conducted along with the candidates practical research, submit a 3-4 page critique of the program. The critique should include the following:

- A brief description of the program or technique
- The reasons for its development

- It's the rationale and the theoretical orientation with which it is most strongly linked
- A discussion of the research base (if any) supporting the technique
- Reason for selecting the technique
- Student response
- Candidates response
- Advantages and disadvantages: ease of use, expense, amount of preparation required, general applicability, etc.
- Anything else that is of value to know about the program or technique

c) The final part of the project will be a brief (about 10 minutes) presentation to the group. Candidates are encouraged to show selected segments of their videotape to illustrate points about the technique. Candidates should also create a handout for the group that includes a brief description of the technique and a summary of their critique.

### 3. Formal paper and class presentation on a research based method and or strategies (S-7)

#### Conceptual Framework Statement:

The Mars Hill College Teacher Education Program develops Teacher Professionals, through a strong grounding in liberal arts and content, professional knowledge, and values and ethics. It is within this statement that the Special Education Program founds our Program and Candidate Vision.

Within this course candidates will gain content and professional knowledge of learning principles of instruction, and specialized instructional methods, materials and strategies for teaching reading, writing, mathematics, and other subject areas. This course will prepare candidates to teach individuals using research based methods and strategies tailored to individual needs, abilities, and learning styles. The candidates compile a portfolio of proven methods and strategies for teaching exceptional children.

#### Diversity Statement:

This course teaches candidates about the many diverse learning and behavioral styles and tools of inquiry of students from many diverse backgrounds. Candidates learn the concepts and structures needed to create classroom environments that are meaningful and relevant for diverse learners. Candidates discover the importance of listening to parents and others to enhance the educational experience. Candidates find that having diversity in a classroom is a strong point for any learning environment.

#### Technology Requirements:

Candidates use the internet in order to find resources. Students discover many new assistive technology devices that enable others a better quality of life and learning. Candidates use technology to develop a formal paper and two teaching presentations.

#### Clinical or Field Experience Component:

Candidates do a field experience in an Exceptional Needs Classrooms while observing, designing, and implementing specialized instruction. The Candidates will then reflect and evaluate on their intervention and experience.

#### **Course Policies and Evaluation Procedure:**

Attendance is required for all class sessions. You are now involved in your professional sequence of courses, and you should keep in mind that your attendance, promptness, and preparation for class are a reflection of your commitment to professionalism. The knowledge and insights gained through active involvement in class discussions and activities are essential in meeting the course objectives. Students in this course are expected to adhere to the principles of the Mars Hill College Honor Code.

**Evaluation:**

Class Participation	10%
Midterm and Final Exam	20%
Instructional technique research/demonstration	30%
Methods and strategy paper and presentation	30%
Tactics for Teaching Notebook	10%

Grading Schedule:

A=93-100

B=85-92

C=77-84

D=70-76

F=BELOW 70

*“If you have a declared / documented disability and require modifications / accommodations to be successful within this class, please see the instructor.”*

Honor Code

We, the students of Mars Hill College, pledge ourselves to uphold integrity, honest, and academic responsibility in and out of the classroom.

Honor Pledge

On my honor, I have neither given nor received any academic aid or information that would violate the honor code of Mars Hill College.