



Course Syllabus

Department of Counseling and Special Education
College of Education, University of Texas at El Paso

I	Course Number	SPED 5369
II	Title	Teaching Reading, Writing, and Math to Learners with High Incidence Disabilities (integration of SEL in instructional practice)
III	Credit Hours	3 credit hours
IV	Semester	Summer 2024 (May 15 – June 30)
V	Course Days/Times	Monday and Wednesday from 5:30 pm – 7:00 pm * Week of June 17-21 – Plan on being on campus on 6/19 & 6/20.
VI	Course Location	Education Building 202 https://us02web.zoom.us/j/88661168535?pwd=RUJHbVZqSIVoTmhrdkdWQS9WejY5dz09 Meeting ID: 886 6116 8535
VII	Course Modality	Hybrid (in-person and online synchronous & asynchronous) The course calendar has the assigned dates and times for our in-person classes. Asynchronous assignments will be on the course calendar for students to work on days we do not meet in-person.
VIII	Instructor	Dr. Beverley A. Calvo
IX	Instructor Contact Information	bcalvo@utep.edu (915) 253-6735
X.	Office Hours	For any appointments individually reach out to me via phone. All clarifying questions through email or text these hours: M-W 5:00 pm – 9:00 pm
XI.	Course Description	This course provides information on assessment of learners with mild disabilities who have reading, math, and/or writing difficulties; includes information on strategies for all three academic areas.
XIII	Learning Outcomes	<ol style="list-style-type: none"> 1. Students will demonstrate proficiency in knowledge of the science of teaching reading, writing, and math, and strategies to plan, teach, and assess literacy and numeracy with students with disabilities from culturally and linguistically diverse backgrounds. 2. Students will be able to administer diagnostic, progress monitoring, and formative assessments in reading, writing, and math, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals. 3. Students will be able to develop high quality standards-based lesson plans related to reading, writing, and math, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high-quality materials.

		<p>4. Students will be able to identify accommodations, Classroom routines, expectations, lesson plans and activities related to reading, writing, and math, demonstrating strong content knowledge and communication skills.</p> <p>5. Students will demonstrate proficiency in planning professional training related to implementing and integrating SEL practices to teachers and school counselors.</p>
<p>XIV</p>	<p>Texas Education Agency (TEA) Pk-12 Special Education</p>	<p>Core Standard</p> <p>Standard XI: The special education teacher promotes students' performance in English language arts and reading.</p> <ul style="list-style-type: none"> • 11.1k: the developmental process of communication systems (e.g., listening, speaking, writing), including emergent and pre-literacy skills • 11.2k: the components of phonological and phonemic awareness • 11.3k: the elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems • 11.4k: the nature and stages of literacy development and various contexts and methods to promote students' literacy development • 11.5k: word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) • 11.6k: the relationship between reading fluency and reading comprehension and how to provide systemic instruction to improve students' reading fluency • 11.7k: the importance of comprehension in reading • 11.8k: the relationship between learning and effective study and inquiry skills • 11.9k: how to interpret, analyze, evaluate, and provide visual images and messages in various media and technologies <p>Standard XII: The special education teacher promotes students' performance in mathematics.</p> <ul style="list-style-type: none"> • 12.1k how children learn and develop mathematical skills, procedures, and concepts; • 12.2k mathematical methods and strategies appropriate for teaching students with disabilities to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically; • 12.3k numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach students with disabilities to use mathematics; • 12.4k patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach students with disabilities to use mathematics; • 12.5k geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach students with disabilities to use mathematics; and • 12.6k principles and applications of probability and statistics, and technology appropriate to teach students with disabilities to use mathematics. <p>Supporting Standards</p> <p>Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</p> <p>Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p>

		<p>Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.</p> <p>Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p>Standard X: The special education teacher promotes students' academic performance in content areas by facilitating their achievement in a variety of settings and situations.</p>
XV	Council for Exceptional Children (CEC) Initial or Advanced Preparation Standards	<p>1.0 Special education specialists use valid and reliable assessment practices to minimize bias.</p> <p>2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <p>3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p>3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.</p> <p>7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</p> <p>7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.</p>

XVI. Course Results

Learning Outcome	Related Standard(s)
1. Students will demonstrate proficiency in knowledge of the development of language and communication, the science of teaching reading, writing, and math, and strategies to plan, teach, and assess literacy and numeracy with students with disabilities from culturally and linguistically diverse backgrounds.	TEA X (content area instruction), XI (literacy), XII (mathematics) CEC 1.0 (knowledge of students with exceptionalities)
2. Students will be able to administer diagnostic, progress monitoring, and formative assessments in reading, writing, and math, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.	TEA V (assessment), XI (literacy), XII (mathematics) CEC 4.0 (assessment)
3. Students will be able to develop high quality standards-based lesson plans related to reading, writing, and math, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high-quality materials.	TEA V (assessment), VI (planning), XI (literacy), and XII (mathematics) CEC 3.0 (curricula), 4.0 (assessment)

4. Students will be able to model explicit instruction related to reading, writing, and math, demonstrating strong content knowledge and communication skills.	TEA III (communication), XI (literacy), and XII (mathematics) CEC 3.0 (curricula) and 5.0 (strategies)
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XVII. Course Materials

No Required Textbook

Optional/Supplemental Materials/Textbooks

Bursuck W. D., & Damer, M. (2015). *Teaching reading to students who are at risk or have disabilities* (3rd ed.). Pearson.

Carnine, D. W., Silbert, J., Kame'enui, E. J., Slocum, T. A., & Travers, P. A. (2016). *Direct instruction reading* (6th ed.). Pearson.

Erickson, K. A., & Koppenhaver, D. A. (2019). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Brookes.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.

Wehmeyer, M., & Zhao, Y., (2020) *Teaching Students to Become Self-Determined Learners*. Association for Supervision and Curriculum Development.

Vaughn, S.R., Bos, C.S., & Schumm, J.S., (2018) *Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom, Seventh Edition*. Pearson.

Battista, Michael T., (2016) *Reasoning and Sense Making in the Mathematics Classroom Pre-K – Grade 2*. National Council of Teachers of Mathematics.

Huinker, D & Bill, V., (2018) *Taking Action: Implementing Effective Mathematics Teaching Practices*. National Council of Teachers of Mathematics.

Aguirre, J.M., Mayfield-Ingram, K. & Bernard Martin, D., (2018). *The Impact of Identity in K-8 Mathematics Learning and Teaching: Rethinking Equity-Based Practices*. National Council of Teachers of Mathematics.

Celedon-Pattichis, S., White, D.Y., & Civil, M. (2017). *Access and Equity Promoting High-Quality Mathematics in Pre-K – Grade 2*. National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics: *Principles to Actions Ensuring Mathematics Success for All*. 2018 Guide

Websites, PDF files and resources that are assigned can be found within the syllabus.

Supplement resources:

- [DIBELS \(Dynamic Indicators of Basic Early Literacy Skills\)](#)
- [EasyCBM](#)
- <http://www.projectidealonline.org/>

- [Reading and Writing in Math Class](#)
- [Reading Rockets](#)
- [FCRR \(Florida Center for Reading Research\)](#)
- [IES \(Institute of Education Science\) Videos](#)
- [Intervention Central](#)
- [“Introduction to Special Education” Vimeo: Michael Kennedy](#)
- [IRIS Center: Reading, Literacy, Language Arts](#)

XIX. Schedule/Calendar

UTEP SPED 5369 Summer I Maymester – June 2024 Calendar At-a-glance Detailed calendar in syllabus Dr. Beverley Argus-Calvo In-Person Class Location: Education Building 202			
	Focus	Work	Due Dates
Module 1 RTI/Disabilities			
Pre-work for your own learning and needed to work forward with your learning. RTI: Review this IRIS module for your own learning on Response to Intervention: https://iris.peabody.vanderbilt.edu/module/rti01/#content You do NOT have to turn in the assessment, this is for your review. Class meeting times			
	Diverse Learning	<u>Assignment #1 Blackboard</u> <u>Discussion Board #1 Blackboard</u>	Module 1 due by 5/28 - midnight
	Reading, Writing and Math	<u>Assignment #2 Blackboard</u>	Module 1 due by 5/28 - midnight
Wednesday 5/22/2024 Virtual	RTI in Reading, Writing and Math	<u>Quiz #1 RTI Math and Reading</u>	Module 1 due by 5/28 - midnight
		<u>Discussion Board #2 Blackboard</u>	Module 1 due by 5/28 - midnight
Wednesday 5/29/2024 Virtual Discussion 5:00-7:00	Review learning Module 1	Class discussion- Setting up Successful Classrooms- integrating SEL Identifying Classroom Routines and Their Purpose Identifying Listening States and Executive functioning skills and how they relate to language development. Possible Guest Speaker: Dr. Peg Donohue	
Module 2 Progress Monitoring			
Pre-work for your own learning and needed to work forward with your learning. http://www.projectidealonline.org/v/definition-type-assessment/			

[10 Common Questions on Progress Monitoring](#)

Science of Reading:

<https://www.youtube.com/watch?v=cnkJ6VvDr2M>

<https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics>

<https://www.ascd.org/el/articles/the-science-of-reading-research>

Date	Focus	Work	Due Dates
Monday 6/3/2024 Virtual Check-in 5:30	Progress Monitoring	<u>Quiz #2 Blackboard</u> <u>Assignment #3 Progress Monitoring Blackboard</u> <u>Project BLESSED workshop planning – Submit your 1-pg personal favorite SEL intervention/include your rationale and tips</u> <u>Share your poster presentation – work in groups to revise and update</u>	Module 2 due by 6/4/2024
	<u>Phonemic Awareness</u>		Module 2 due by 6/4/2024
	<u>Progress Monitoring</u>	<u>QUIZ # 3 Progress Monitoring Blackboard</u>	Module 2 due by 6/4/2024
	<u>Phonics and Reading Fluency</u>		Module 2 due by 6/4/2024
In-person 6/5/2024	Review learning from classes and week	<u>Discussion Board #3 Progress Monitoring Blackboard</u> In-Person class Preview Lecture Small group Whole group Planning for Project Blessed Workshop. Project Blessed Workshop planning Work on revising your editing and updating presentations	

Module 3 Strategies

Pre-work for your own learning and needed to work forward with your learning.

<https://www.washington.edu/doit/accommodation-model>

https://specialconnections.ku.edu/instruction/instructional_accommodations/teacher_tools/choosing_and_using_accommodations_iep_team_considerations

https://specialconnections.ku.edu/instruction/instructional_accommodations/teacher_tools/response_instr_uctional_accommodations

https://specialconnections.ku.edu/instruction/instructional_accommodations

https://iris.peabody.vanderbilt.edu/interview/thurlow_acc01/

Math Pre-reading:

<https://www.youtube.com/watch?v=evHHwRcqZc>

[Basic Math Review Card](#)

<https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/Number-and-Operations/>

<https://mathemania.com/lesson/basic-math-operations/>

Date	Focus	Work	Due Dates
Monday 6/10/2024 Virtual Check In	<u>Strategies that match needs</u>	<u>Assignment # 4 Strategies Blackboard</u>	Module 3 due by 6/11/2024
	<u>Reading Comprehension and Vocabulary</u> <u>Math</u>	<u>Assignment # 5 Strategies Blackboard</u> <u>Discussion Board #5 Strategies Blackboard</u>	Module 3 due by 6/11/2024
Wednesday 6/12/2024 In Person	<u>Strategies in Reading, Writing, and Math</u>	<u>Integrating SEL to strategies for R, W, & M.</u> In-Person class Preview Lecture Small group Whole group Project Blessed Workshop planning Work on revising your presentations from SPED 5333	Module 3 due by 6/11/2024 - midnight

SEL Workshop Week 6/17-20/2024

Date	Focus	Work	Due Dates
		Planning SEL Workshop	
Wednesday 6/19		<u>Set-up and organizing materials</u>	

In Person			
6/20		<u>SEL workshop</u>	
Module 4 Lesson Plans and putting it all together! 6/24-28/2024			
	<u>Writing and Spelling</u>		Module 4 Due by 6/26/2024
		<u>Discussion #6 Lesson Plans Blackboard</u>	
Wednesday 6/26/2024 In-Person Last class		In-Person class Preview Lecture Small group Whole group	

XX. Course Policies/University Resources

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP's policies, visit the Office of Student Conduct and Conflict Resolution's website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Attendance/Participation: Attendance and participation are required for this course's seven (7) in-person sessions. Please email, text, or call the instructor (915-217-4235) prior to class if you are unable to attend for any reason. Any absence without communication with the instructor prior to the start of class will result in a lowering of the student's final grade by one letter (e.g., A to B). Participation during class is critical for meeting learning outcomes. Students will engage in a variety of practical activities related to planning instruction, assessing, and teaching students with disabilities.

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services at (915) 747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at www.utep.edu/student-affairs/cass/

COVID-19: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help

with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

Grading

Work	Points	Total Points
Discussion Boards	10 pts	60 pts
Assignments	20 pts	100 pts
Quizzes	20 pts	80 pts
SEL Workshop	30 pts	30 pts
Attendance and Participation	30 pts	30 pts

Grading Scale:

Points	Percentage	Grade
270-300	90-100	A
240-269	80-89.9	B
210-239	70-79.9	C
180-209	60-69.9	D
0-179	0-59.9	F

Late or Missing Work: On-time submission of work by the due dates listed in the syllabus is required for this course. Missing work will result in no credit. Like attendance, late work will not be considered for grading without communication (text, email, call) with the instructor prior to the due date. For each week work is turned in late, the grade for that assignment will be lowered by one grade (e.g., A to B). Field-based experience logs/reflections are due the last week of class on 12/7 and will not be accepted late.

Netiquette: Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP's Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bs/netiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this online course. Lectures and office hours are conducted on video-chat using Blackboard Collaborate. All assignments will require Microsoft Word or PowerPoint. For the Reflections, you have the option of creating an audio podcast or a vlog (video) post. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/> Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or www.utep.edu/uwc

XXI. Appendices

Math Lesson Plan Template

Lesson Plan Template		
Teacher:	Date:	
Subject Area:		
Grade Level(s):		
Start Time:	End Time:	
Objectives		
Standard(s):		
Learning Objective(s):		
Prior Learning Objective(s)/Next Learning Objective(s):		
Language Objective(s):		
Assessment Tools and Data Collection Procedures*		
Assessment Type	Description of Tool/Procedures, discuss alignment to Learning Objective	Description or Example of Student Response(s) that Demonstrate(s) Mastery**
<u>Formative Assessment(s):</u>		

<u>Pre/Post-Assessment:</u>		
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Assessment Accommodations/Modifications:

Universal Design for Learning (UDL) Considerations (Action & Expression):

Procedures and Instructional Strategies*

Time	Component	Teacher Says/Does (Explicit directions/modeling/pre-planned questions, frequent behavior specific feedback, checks for understanding)	Student Says/Does** (Expected responses/potential misconceptions or errors, frequent opportunities to think/respond/practice)
	<u>Warm-Up:</u>		
	<u>Lesson Open:</u>		

	<u>Direct Instruction:</u>		
	<u>Guided Practice:</u>		
	<u>Independent Practice:</u>		
	<u>Lesson Closing:</u>		

Instructional Accommodations/Modifications:

Universal Design for Learning (UDL) Considerations (Engagement and Representation):

Communication Skills	
<p><i>Choose one or more communication skill (e.g., augmented communication or assistive technology for communication, verbal or nonverbal communication, initiative or responsive communication, expressive or receptive communication), that the focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal. Explain how you will support (e.g., modeling, rehearsal, guided practice, word walls, graphic organizers, language frames, examples) the learner's use of the communication skill.</i></p>	
Communication Skill	Supports
Materials and Resources*	
<p><i>Describe any relevant textbook or instructional program, electronic whiteboard, graphing calculators, online resources and platforms, manipulatives, laboratory materials/equipment, guest speakers, recordings, etc. Include copies/screenshots of instructional materials you use. (Include any Citations/Links for any materials you did not create.):</i></p>	

*Attach all instructional materials, resources, and assessments.

Lesson Plan Rubric (Adapted from Miner Assessment Tool; MAT)

Domain	Accomplished-30 points	Proficient-25 points	Developing-15 points	Improvement Needed-10 or less points
<p>Standards and Alignment</p> <p><i>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners</i></p>	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • All measurable goals aligned to state content standards • All activities, materials, and assessments are sequenced, relevant, integrate other disciplines, provide appropriate time for student work, lesson, and lesson closure, reinforce broader unit and course objectives, are vertically aligned to state standards, are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goals • Integration of technology to enhance mastery of goals 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • All goals aligned to state content standards • All activities, materials, and assessments are relevant to students, provide appropriate time for lesson and lesson closure, fit into broader unit and course objectives, are appropriate for diverse learners • All objectives aligned to the lesson's goal • Integration of technology when applicable 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Most goals aligned to state content standards • Most activities, materials, and assessments are sequenced, sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goals 	<p>Instructional planning includes:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards • Few activities, materials, and assessments are sequenced, rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goals

Field-Based Experience Observation Form

Date/ Time Started – Time Ended	Teacher Says/Does	Students Say/Do
(1 st observation)		
(2 nd observation)		
(3 rd observation)		

Post-Observation Reflection:		
1. What was the learning objective and did students make progress toward/master the learning objective?		
2. How did the teacher model, provide opportunities for students to respond, and provide positive and/or corrective feedback?		
3. How did the students engage with the lesson, practice, demonstrate their learning, and ask questions?		
4. What connections did you make between the reading instruction you observed and the information provided in class?		