Instructor: Kathy Bartlett, Ed.D.
Class Meets: Monday, 4:10 p.m.– 7 p.m. in PJ WC oEHS 124
Contact Information: Email: Kathy.bartlett@umontana.edu
Cell phone: 360.701.5005
Office Hours: Available by appointment

**Course Purpose:**
The purpose of this course is to expose educators to differing models that are used to serve students with exceptionalities. The foci of this course are to assist teachers and future teachers to be leaders in the development of appropriate and effective placements for students and to understand the implications of geographic locations and diverse populations.

**Course Objectives:** Participants in this course will be able to:

1. Explain the various special education models that are currently in use
2. Articulate his or her philosophical stance on inclusion and LRE
3. Define and explain the importance of collaboration
4. Explain the role of a special education consultant
5. Develop appropriate placements and systems for differing populations of youth
6. Explain appropriate interactions with, and responsibilities of paraeducators and other school professionals
7. Design a model of special education for a rural or urban ethnically and culturally diverse school district
8. Use Curriculum-Based Measures and Progress Monitoring to inform instruction
9. Navigate AIMSWEB and DIBELS
10. Determine if a student is responding to an academic intervention

**Instructional Methods:**
Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities and role plays, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

Please note: The use of Moodle is mandatory for this course.

**Disability Statement:**
If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

**Course Expectations:**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.
It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Group activities and exams will be based on assigned readings.

**Required Text:**

Portions of this text will be scanned and posted on Moodle.

**Evaluation Procedures:**

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<thead>
<tr>
<th>Evaluation Procedure</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Graduate student assignment</td>
<td>100</td>
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<tr>
<td>2. 2 Quizzes @ 100 points each</td>
<td>200</td>
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<tr>
<td>3. Philosophical Stance on Inclusion</td>
<td>100</td>
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<tr>
<td>4. Instructional Intervention</td>
<td>200</td>
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<td>5. Final</td>
<td>100</td>
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**Grading Scale:**

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
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<tr>
<td>B</td>
<td>85%-92%</td>
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<tr>
<td>C</td>
<td>77%-84%</td>
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<tr>
<td>D</td>
<td>76%-69%</td>
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<tr>
<td>F</td>
<td>68% or Below</td>
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**Assignment Descriptions:**

**Graduate Student:**
A topic will be selected and agreed upon between student and professor with date assigned to present.

**Quizzes**
Quizzes will cover reading material and information covered in class. The purpose of the quizzes is to assess student understanding of the BIG IDEAS of the course. **DATES: 3/12 & 4/9**

**Philosophical Stance on Inclusion**
In a 6-8 page paper and by including no less than five references (you may include your texts), state and defend your position on inclusion. Your sources should consist of at least two research-based articles. A significant portion of the paper should address the importance of collaboration and how collaborative activities will be implemented and monitored. **Use APA style. DUE: 2/27**

**Instructional Intervention**
Each university student will work with one PK-12 students to implement an academic intervention in reading, writing, or mathematics. This assignment will consist of meeting with a student no less than 10 times over the course of the semester (one hour sessions). The first meeting should consist of building rapport with the student, setting a schedule and conducting a CBM assessment to determine an appropriate level of intervention. The subsequent 8 weeks (or meetings) will consist of providing instructional intervention and conducting a curriculum-based measure (CBM). The last meeting will consist of conducting a post-test to determine the student's overall progress. Your final product will consist of the following: (a) a completed instructional planning form, (b) the instructional materials that you used, (c) a graph that highlights the progress of the student, and (d) a narrative summary of the process and the outcomes giving particular attention to how you adapted the academic intervention based on student progress. Your presentation during 4/30 class will be worth 50 points of the 200 assigned to the academic intervention.

**Participation/Discussion Leader and Attendance Policy (on-going)**
Students will be asked to lead a discussion regarding one of the selected readings. To ensure getting your participation points, you should have read the assignments before class. You will not have on opportunity to make-up these participation checks.
Attendance

Though attendance is not included as part of the grade for this course, attending and taking part in the class discussions is essential. Extra credit quizzes and assignments along with sign-in sheets will be used to promote attendance. If irregular attendance is found to be an issue with an individual student, I will request a meeting to address the problem. If you expect to receive a grade higher than a “C”, I suggest you do not miss the class more than two times and/or submit assignments late unless excused by me. I reserve the right to adjust grades to reflect poor attendance and/or participation.

Materials:
You will need three-ring binder for your instructional intervention project.