



## SPED 583.O1W ELEMENTARY METHODS

COURSE SYLLABUS: FALL 2024

### INSTRUCTOR INFORMATION

Instructor: Dr. Beth Jones  
Office Location: Henderson 228  
Office Hours: Zoom link Thursdays 3-5:30pm  
Office Phone: (903)-886-5940  
Office Fax: (903) 886-5510  
University Email Address: beth.jones@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: 48 hours

### COURSE INFORMATION

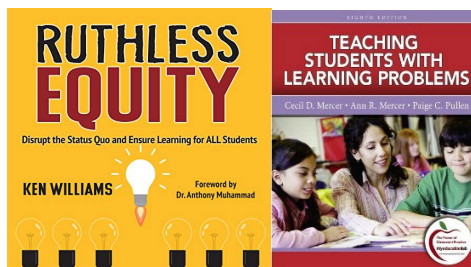
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Mercer & Mercer (2005). Teaching Students with Learning Problems, 8<sup>th</sup> Ed., Prentice-Hall.

Williams, K. (2022). Ruthless Equity: Disrupt the Status Quo and Ensure Learning for All. Wish in One Hand Publishing.

[https://www.amazon.com/Ruthless-Equity-Disrupt-Learning-Students/dp/B0BZ9Z242K/ref=sr\\_1\\_1?crid=20065898AIP61&keywords=ruthless+equity&qid=1701372567&srefix=ruthless+equity%2Caps%2C107&sr=8-1](https://www.amazon.com/Ruthless-Equity-Disrupt-Learning-Students/dp/B0BZ9Z242K/ref=sr_1_1?crid=20065898AIP61&keywords=ruthless+equity&qid=1701372567&srefix=ruthless+equity%2Caps%2C107&sr=8-1)



*The syllabus/schedule are subject to change.*

## **Course Description**

### **Student Learning Outcomes:**

- Students will demonstrate familiarity with TEKS as they relate to assessment, IEP development, and curriculum/intervention methods.
- Students will develop data based goals on IEP's; including writing measurable goals.
- Students will demonstrate knowledge/application of effective reading, writing, and math instructional methods.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

### **Instructional Methods**

This course will be facilitated using D2L, the learning management system used by Texas A&M University-Commerce. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

### **Student Responsibilities or Tips for Success in the Course**

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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Total points corresponding to the final letter grades

A = 405- 450 Points

B = 360- 404 Points

C = 315- 359 Points

D = 270--314 Points

F = 269 & > Points

Weights of the assessments in the calculation of the final letter grade.

**Grading:**

Case Study	50 points
Evidence-Based Practices Search	100 points
TEKS Comparison Questions	50 points
Reading Remediation Google Site	50 points
Microteaching	100 points
Discussions	100 points
<b>Total possible points</b>	<b>450 points</b>

**Assessments**

**\*\*For all assignments that say to be turned in to the DropBox, you find the appropriate DropBox by going to Activities-Assignments in D2L.**

**Case Study:** This assignment will consist of assessing a school-age student in reading/language arts and mathematics, determining strengths and weaknesses, developing an individual instruction plan based on TEKS, and a plan for implementation. A parent permission form and a template to use for developing the IEP will be available in D2L. **This assignment will be submitted to D2L.**

**TEKS Comparison Questions:** Each student will answer a list of questions related to the TEKS at each grade level in preparation for the reading and math lectures in part two of the course. **The questions will be posted in D2L and will be submitted to the D2L.**

**Evidence-Based Practices Search/Presentation:** Each enrolled student will present summaries of 10 scholarly journal articles (5 for reading/writing and 5 for math) with suggestions for improving reading/writing and math instruction **at the elementary level.** Included articles need to summarize how to use a particular strategy or present concrete data on the effectiveness of interventions. **Articles need to be from refereed journals, not just items found on Google. Suggested journals include:**

*Intervention in School and Clinic*  
*Teaching Exceptional Children*  
*LD Forum*

*Learning Disabilities Quarterly*  
*Preventing School Failure*  
*Exceptional Children*

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You can present your summaries via Google slides, Prezi, PPT, etc., but you must include: (a) the citation for each article in APA 7<sup>th</sup> edition format, (b) an explanation of the strategy (how it works and how to implement it with fidelity), and (c) who (grade/student characteristics)/what subject the strategy targets. If your article shares data regarding the effectiveness of the intervention, detail who (student age/grade/characteristics) the intervention has been shown effective with. Be creative, and present the information in a user-friendly format; the way you would want to learn about a new instructional strategy. **This assignment will be submitted to the discussion thread, so that you may have the benefit of seeing your classmates' findings.**

**Reading Intervention Google Site:** Students will create a Google Site which will consist of remediation strategies for reading and writing (age-appropriate for elementary students). This notebook will be comprised of five major subsections—the component of balanced reading instruction (see below). An example of this project is posted in D2L. Subsections to Include:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

This Google Site is intended to be something to inform your practice, but also to be shareable with parents in order to give them resources/guidance for how to help at home. Feel free to customize it with information relevant to practices in your individual ISD. However, within each of these 5 subsections, you will need to include the following items:

- The definition/focus of that component/relation to other components
- A link to the relevant TEKS for that skill/grade level so parents know what is expected; you can embed the resource for looking up TEKS shared in the D2L shell with instructions for how parents can use it
- Two peer-reviewed articles related to particular subsection
- Three activities to assist with remediation (per subsection)
- Embed one High Leverage Practice for Instruction in each subsection

**When you link to your peer-review articles, DO NOT link directly to the library system. Rather, download the articles to your device and then include them in your Site. PLEASE FOLLOW THE DIRECTIONS AT THIS LINK TO MAKE SURE YOUR GOOGLE SITE AND ALL THE PAGES/CONTENT IS VIEWABLE:**

<https://support.google.com/sites/answer/6372880?hl=en#zippy=%2Cchoose-who-can-see-your-site>

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**Microteaching:** Each student will choose a reading/language arts or math topic, complete the lesson plan template, and deliver the lesson to a group of students (school age or class peers) while videotaping (without stopping-should be one fluid lesson). The lesson should be no more than 20 minutes in length. A lesson plan template and microteaching evaluation rubric will be posted in D2L. **If you include students on the video, make sure to have parent permission to video and submit that with your assignment. Otherwise, do not show their faces on the video.**

Individual ISDs in which you work should have video equipment you can use, or you can probably use your phone. Upload the video to Vimeo (<http://vimeo.com/>) and post the link it gives you to D2L shell. Note that the file size needs to be smaller than 500 mb to upload to Vimeo correctly (I have been assured by technology services that this will be perfectly doable with a 20-minute lesson)

The completed lesson plan template will need to be posted to **D2L** on the assigned due date. Students will then complete a self-evaluation of their lesson while viewing it. Students will also conduct evaluations of classmates' lessons (using the tally sheet).

**Class Discussions and Participation:** Professional behavior includes being punctual and attending ALL online class sessions. Activities and discussions will be utilized to promote understanding and application of course content.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Interaction with Instructor Statement**

Email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Course Specific Procedures/Policies**

- All assignments/discussions must be turned in on the assigned due date. ***Unexcused assignments turned in after the due date will be returned ungraded.***
  - **A note about timeliness: it is highly advised that you DO NOT wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on**

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**Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment. you need to plan ahead for questions/completion of assignments.**

- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in D2L by simply cutting and pasting. Always attach your assignments as their own file.**
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

**A Note About the Virtual Office:** The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

**Three Before Me Rule:** The 3 before me rule simply means, before you e-mail me with a question, (when an assignment is due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this

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question, post a question for your peers in the Virtual Office, or contact other members of your class.

**As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy  
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy  
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:  
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage.

### **Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services

Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Website:** <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being,

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we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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### **Department or Accrediting Agency Required Content**

#### **Texas Special Education Competencies EC-6 and 6-12:**

1. Standard B. Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:

3) demonstrate knowledge of IDEA 2004 eligibility categories;  
EC-6 (19) 6-12 (24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);

2. Standard C. Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 6 special education teacher must:

EC-6 (3) demonstrate knowledge of how exceptionalities can interact with development and learning;

6-12 (3) understand the impact of exceptionalities on developmental milestones, executive functioning, and social skills;

(8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;

(9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact

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levels of support needs;

**6-12 Only:**

1. Standard B. Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:

27) knowledge of IEP transition activities to build students' readiness for postsecondary transition;

**Texas Educational Diagnostician Competencies**

1. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
  - (1) The educational diagnostician knows and understands:
    - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
    - (B) educational implications of various disabilities; and
    - (C) the variation in ability exhibited by individuals with particular types of disabilities.

**COURSE OUTLINE / CALENDAR**

<b>Section</b>	<b>Topic</b>	<b>Readings/Materials</b>	<b>Assignments</b>
<b>One</b>	<b>Introductions</b>  <b>Instructional Environment</b>  <b>School/Home Partnerships</b>  <b>Digital Literacy</b>	Pennington, R., Courtade, G., Jones Ault, M., & Delano, M. (2016). Five Essential Features of Quality Educational Programs for Students with Moderate and Severe Intellectual Disability: A Guide for Administrators. Education And Training In Autism And Developmental Disabilities, 51(3), 294-306.  TEACCH Method  Curriculum for Students who are	<b>Discussion—book selection for Research Report</b>  <b>Discussion—Pennington et al article</b> <b>What are the five essential features of quality programs and describe each? (10 points)</b>  <b>Discussion—Choose</b>

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		Deaf- Blind: <a href="http://www.perkins.org/school/day-residential/deafblind/curriculum">http://www.perkins.org/school/day-residential/deafblind/curriculum</a>	<b>ONE of the instructional strategies from the Florida School for the Deaf and the Blind to watch. Write a ½ page summary of each strategy and how you could implement it</b>
<b>Two</b>	<b>Assistive Technology Digital Literacy Functional Scheme</b>	Chinedu I, O. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. South African Journal of Education, 34 (3), 1-9.  James, S. (2014). Giulio E. Lancioni, Jeff Sigafoos, Mark F. O'Reilly, and Nirbhay N. Singh: Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. Journal Of Child & Family Studies, 23(1), 169-171. doi:10.1007/s10826-013-9723-4 Total Communication (including AT) for Students who are Deaf-Blind: <a href="http://www.perkins.org/school/day-residential/deafblind/total-communication">http://www.perkins.org/school/day-residential/deafblind/total-communication</a> Loftin, M. (2006). Making evaluation Meaningful. TSBVI. Austin, TX. VI Lecture HI Lecture IEP/AT Lecture	<b>Discussion—topic selection for Research Report</b>  <a href="http://activelearningspace.org/assessment">http://activelearningspace.org/assessment</a> Video at bottom of page on Functional Scheme – write reflection on Functional Scheme; students it would address, impact on services in the classroom (25 points) <b>SUBMIT TO THE DROPBOX</b>  <b>Assistive Technology Case Study (15 points) DUE TO THE DROPBOX</b>  <b>Discussion-Assessment of Students with Sensory impairments</b>  <b>Digital Literacy Training Verifications (4)</b>
<b>Three</b>	<b>Motor Functioning / Health and Self-Care</b>	Active Learning – sensory exploration (PPT in D2L shell) <a href="http://activelearningspace.org/">http://activelearningspace.org/</a>  Learning Module <a href="https://www.region10.org/programs/low-incidence-disabilities-lid/overview/">https://www.region10.org/programs/low-incidence-disabilities-lid/overview/</a>  <b>Life Skills Bootcamp</b>	<b>Discussion-Biomedical Issues</b>  <b>Discussion—Sensory Exploration PPT</b>  <b>Discussion--TBI Lecture Response</b>

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		<a href="https://www.youtube.com/playlist?list=PL2aWaC4-4MBJ4CzTotunmMClq-cx6Jj0a">https://www.youtube.com/playlist?list=PL2aWaC4-4MBJ4CzTotunmMClq-cx6Jj0a</a>  OI/OHI Lecture  Multiple Disabilities Lecture  ID Lecture  TBI Guest Lecture—Dr. Borke	<b>Disability Outlines</b>
<b>Four</b>	<b><i>Transition and Wrap-up</i></b>	Michael Wehmeyer Lecture Series on Self-Determination: <a href="http://ngsd.org/everyone/what-self-determination">http://ngsd.org/everyone/what-self-determination</a>  Resource Guide: <a href="http://ngsd.org/everyone/resource-guide">http://ngsd.org/everyone/resource-guide</a>  <a href="http://texasvitransition.org/">http://texasvitransition.org/</a>	<b>Discussion-Preparing Students for Postschool Outcomes (30 points)</b>  <b>Transition Google Site DUE to DropBox</b>  <b>Research Report DUE TO THE DROPBOX (shows in section 5 in D2L)</b>

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