



SPED 563, 01W, SECONDARY METHODS

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Beth Jones
Office Location: Henderson 228
Office Hours: MW 2:30-5
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University Email Address: beth.jones@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 48 hours

COURSE INFORMATION

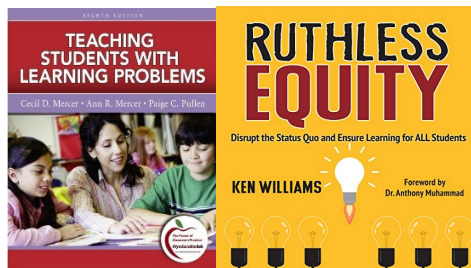
Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

Mercer, C., Mercer, A. & Pullen, P. (2010). Teaching Students with Learning Problems. (8th ed.) Pearson.

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



Optional Texts and/or Materials

This series is also highly recommended and will need to be utilized for your lesson planning assignment:

The Strategic Instruction Model

<https://sim.drupal.ku.edu/content-enhancement-routines>

Course Description

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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

Course Description:

SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

This course is an online course accessed through D2L. Students will need to be able to use Microsoft Office, Zoom, Adobe Reader, and the library system.

Instructional Methods

- Student directed discussion and presentation of key concepts
- Independent library research
- Analysis and synthesis of course readings using APA format
 - Application of course concepts to case studies and practical scenarios
 - Analysis of course materials using a variety of mediums, including web-based resources, applicable professional organizations, and peer-reviewed journal articles

Student Responsibilities or Tips for Success in the Course

Special Education Department Email Guidelines

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)

- Address the reader
- Adhere to writing mechanics rules
- If asking for assistance with an issue, please list at least 3 things you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a colleague, and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment.

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

Total points corresponding to the final letter grades

- A = 451- 500 Points
- B = 401- 450 Points
- C = 351- 400 Points
- D = 301- 350 Points
- F = 300 & > Points

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

Assignments	66%
Discussions	34%
TOTAL	100%

Point Breakdown:

Case Study	100 points
Evidence-Based Practices	50 points
TEKS Comparison Questions	30 points
Reading Remediation Google Site	50 points
Microteaching	100 points
Discussions	170 points
Total possible points	500 points

Assessments

When submitting to the Dropbox, you can find them by going to Activities-Assignments in D2L.

Case Study: This assignment will consist of assessing a secondary school-aged student in reading/language arts and mathematics (2 assessments for each area and results of each should be turned in), 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 the DropBox.**

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 Dropbox.**

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 secondary 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:**

<i>Intervention in School and Clinic</i>	<i>Learning Disabilities Quarterly</i>
<i>Teaching Exceptional Children</i>	<i>Preventing School Failure</i>
<i>LD Forum</i>	<i>Exceptional Children</i>

You can present your summaries via Google slides, Prezi, PPT, etc., but you must include: **(a) the citation for each article in APA 7th edition format, (b) embed video explanations 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 secondary students). This resource will be comprised of five major subsections—the components of balanced reading instruction (see below). An example of this project is posted in D2L. If you have already started a Google Site in another of my classes, you can build onto it. 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>

Make sure to also ***Publish*** your site. You can set it so that only people you give access may view it. <https://support.google.com/sites/answer/6372880?hl=en>

Microteaching: Each student will **choose a routine from the Strategic Instruction Model**. (especially the routines found listed under 'Concepts' and 'Explaining'; <https://sim.drupal.ku.edu/content-enhancement-routines>) or one of the SRSD Strategies to implement.

Each student will then complete the lesson plan template (provided; must be typed) and deliver the lesson to a group of students (secondary 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 ISD's in which you work should have video equipment you can use, if you do not. Upload the video to YouTube or Vimeo (<http://vimeo.com/>) and post the link it gives you to the **discussion thread in D2L**. 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 and video will need to be shared with your classmates via the Discussion thread named Microteaching. Peer evaluations (you must do at least two) can also be submitted to the discussion thread for Microteaching. Your self-evaluation can be submitted in the Assignment DropBox named Microteaching. The self-evaluation should include your responses on the

tally sheet and grading yourself according to the Microteaching rubric (both posted in D2L).

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 East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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.

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 East Texas A&M University 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

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, 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.

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

As a student enrolled at East Texas A&M University, 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.

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 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.***
- **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.*

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 East Texas A&M University 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>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

East Texas A&M University Attendance

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

Artificial Intelligence

East Texas A&M University 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

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, 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.



East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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>

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

Department or Accrediting Agency Required Content

Texas Special Education Competencies 6-12:	Texas EC-12 Educational Diagnostician Competencies
1. Standard B. Legal and Ethical Guidelines. The Grades 6-12 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; and Texas Administrative	1. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. 2. Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

<p>Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:</p> <ol style="list-style-type: none"> A. (21) interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain student progress on annual IEP goals and mastery of grade level standards to the ARD committee members; 2. Standard D. Subject Matter Content and Specialized Curricular Knowledge. 3. Standard E. Assessment for Data-based Decision Making. 3. Standard F. Supporting Learning Using Effective Instruction. 	
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TENTATIVE COURSE SCHEDULE

Section	Topics	Assignments
<p>Section 1 Planning for Instruction</p>	<p>Overview of Syllabus and Course Requirements</p> <p>Exploring the Literature on General Strategy Development</p> <p>Consult the overview of SRSD/Watch the videos at: http://www.thinksrsd.com/self-regulated-strategy-development/ https://teachingstrategies662.weebly.com/uploads/1/9/1/0/19108867/usingself-regulatedstrategydev_article.pdf</p> <p>SIM: http://sim.kucrl.org/products</p>	<p>Getting to Know You Discussion Due by 1/19/25</p> <p>Read the articles/review websites listed under ‘Topics’ and read articles in DocSharing for Section One</p> <p>Complete Discussions by 2/2/25</p> <ol style="list-style-type: none"> 1. Complete the IRIS Module on SRSD and submit assessment questions to the discussion thread

		<p>2. Select SIM Routine/Content Enhancement Series or SRSD Method which you will use for the Microteaching assignment</p> <p>Complete Discussion by 2/9/25:</p> <ol style="list-style-type: none"> 1. Respond to prompt related to <i>Ruthless Equity</i> <p>TEKS Comparison Questions Due to DropBox 2/23/25</p>
<p>Section 2 Skill Assessment and Instruction</p>	<p>Reading, Writing, and Math Instruction</p> <p>STOP and DARE Strategies: http://olms.cte.jhu.edu/olms2/data/ck/sites/1943/files/STOP%20and%20DARE%20Lesson%20Plan.pdf</p> <p>POW + TREE Strategy: http://www.e1b.org/LinkClick.aspx?fileticket=d2DMHyk000Q%3D&tabid=3094</p>	<p>Read the articles listed under 'Topics' and in DocSharing for Section Two</p> <p>Compete Discussions by 3/9/25</p> <ol style="list-style-type: none"> 1. Analyzing sample data/IEP discussion 2. Bitmoji Office creation (must be submitted as a PDF and not a JPEG or PNG) 3. Respond to prompt related to <i>Ruthless Equity</i> <p>Evidence Based Practices Search/Presentation by 3/23/25</p>

		<p>Case Study Due 3/30/25 (Permission and IEP format posted in DocSharing)</p>
<p>Section 3 Content Courses and Behavior</p>	<p>Social Studies and Science Instruction</p> <p>Supporting Behavior</p> <p>Wrap-Up</p>	<p>Read the articles posted in DocSharing for Section Three</p> <p>Reading Intervention Google Site Due by 4/6/25</p> <p>Complete Discussions by 4/20/25</p> <ol style="list-style-type: none"> 1. Share your favorite strategy you found in a classmates' Evidence Based Practices Search (one for reading and one for math). Post how you plan to implement it in your classroom. 2. Either choose one of the science and one of the social studies articles in DocSharing OR find your own (for secondary level). Then, provide your summary and response to each/strategy you will use. Make your summary and instructions for implementation as user-friendly as possible.

		<p>3. Learning Strategies Zoom Recording</p> <p>4. Respond to prompt related to <i>Ruthless Equity</i></p> <p>Microteaching Due 4/27/25 (including self-evaluation)</p> <p>Peer Evaluation of Microteaching Due 5/4/25</p>
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