SPED 235 COURSE OUTLINE			
Seminar Session	**Topic**	**Reading**	**Assignment**
Session 1	Course Introduction; Blackboard overview FACT Modules Support Providers Placements	Course syllabi	
Session 2	Research-based Strategies for Improving Outcomes in Academics FACT: Context of Teaching an Learning	1. Strategies for Improving Student Outcomes in Emergent Reading: Advances in the Field of Early Literacy Instruction (J. Allor & S. Al Otaiba) 2. Strategies for Improving Students' Reading Fluency (B. Harn & D. Chard) 3. Using Collaborative Strategic Reading to Improve Reading Comprehension (A. Boardman, E. Swanson, J. Klingner, & S. Vaughn) 4. Vocabulary Instruction for Students with or At Risk for Learning Disabilities: Promising Approaches for Learning Words from Texts (J. Carlisle, C. Kenney, & A.Vereb)	Read assigned book chapter Post summary to Learning Community
Session 3	Research-based Strategies for Improving Outcomes in Academics FACT: Context of Teaching an Learning ***Meet with Learning Community at scheduled time**		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Context for Teaching and Learning (Forms A-1 – A-6) Support Provider Information Forms due

Seminar Session	Topic	Reading	Assignment
Session 4	Research-based Strategies for Improving Outcomes in Academics FACT: Assessment of Teaching and Learning	1. Strategies for Improving Student Outcomes in Mathematics' Reasoning (A. Jitendra & M.Montague) 2. Strategies for Improving Student Outcomes in Written Expression (L. Mason, K. Harris, & S. Graham) 3. Strategies for Improving Content Area Outcomes (B. K. Lenz & J. Bulgren) 4. Strategies for Improving Student Outcomes in Co-Taught General Education Classrooms (N. Zigmond, K. Magiera, R. Simmons, & V. Volonino)	Read assigned book chapter Post summary to Learning Community FACT: Assessment of Teaching and Learning: Pre-Observation Form (B-2) Schedule site visit with University Supervisor
Session 5 ***Site Visits***	Research-based Strategies for Improving Outcomes in Academics FACT: Assessment of Teaching and Learning		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Assessment of Teaching and Learning: Site Visit (Form B-3)
Session 6	Research-based Strategies for Improving Outcomes in Behavior FACT: Assessment of Teaching and Learning	1. Students with Disabilities and Academic Engagement: Classroom-based Interventions (K. S. Sutherland & S. A. Wright) 2. Strategies to Improve Compliance (C. A. Davis & A. McLaughlin) 3. Strategies for Decreasing Aggressive, Coercive, Behavior: A Call for Preventive Efforts (K. L. Lane, H. Walker, M. Crnobori, R. Oliver, A.Bruhn, & W. P. Oakes) 4. Research-based Practices for Social Behavior: Social Skills Training, Replacement Behavior Training, and Positive Peer Reporting (F. M. Gresham, L. Libster, & K. Menesses)	Read assigned book chapter Post summary to Learning Community FACT: Assessment of Teaching and Learning Reflection (Form B-4)
Session 7	Research-based Strategies for Improving Outcomes in Behavior		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions')

Seminar Session	Topic	Reading	Assignment
SPED 235 Session 8 SPED 236 Session 1	FACT: Summary of Teaching and Learning SPED 236: Research-based Approaches to Assessment	**SPED 236 Students ONLY**: 1. School-wide Prevention of Academic and Behavioral Difficulties (M. Burns & S. Scholin) 2. Data-Based Decision-Making in Academics Using Curriculum-Based Measurement (E. Lembke, D. Hampton, & E. Hendricker) 3. Best Practices in Assessment for Eligibility-Identification (B. Chiang, S. Russ, & S. Skoning) 4. Parental Participation in Assessment and IEP Development (K. G. Shepherd, M. F. Giangreco, & B. G. Cook)	**SPED 236 Students:** Read assigned book chapter Post summary to Learning Community **ALL STUDENTS:** FACT: Summary of Teaching and Learning: Self-Assessments (E-2.5; E-2.6; E-2.6a; E-2.6b; E-2.7)
SPED 235 Session 9 SPED 236 Session 2	FACT: Inquiry into Teaching and Learning **** Meet with Learning Community at scheduled time***		**SPED 236 Students** Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Inquiry into Teaching and Learning (Form C-1; cells 1-4); Action Plan (C-1; cells 5-6)

SPED 236

COURSE OUTLINE

Seminar Session	Topic	Reading	Assignment
Session 3	Research-based Approaches to Assessment	1. Individualized Education Plans: Legal Requirements and Research Findings (C. A. Christle & M. L. Yell) 2. Using Assessments to Determine the Least Restrictive Environment for Students with Disabilities (R. Brigham & J. Crockett) 3. Curriculum-based Assessment (J. Venn) 4. Accommodations and Modifications for Assessment (M. Thurlow, S. Lazarus, & L. Christensen)	Read assigned book chapter Post summary to Learning Community

Seminar Session	Topic	Reading	Assignment
Session 4	Research-based Approaches to Assessment FACT: Inquiry into Teaching and Learning		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Inquiry into Teaching and Learning (Forms C-2, C-3, C-4, C-5)
Session 5	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Assessment of Teaching and Learning	1. Research-based Practices in Early Childhood Special Education (M. J. Noonan & P. Sheehey) 2. Teaching Students with High Incidence Disabilities (T. Scruggs & M. Mastropieri) 3. Teaching Individuals with Severe Intellectual Disability: Effective Instructional Practices (S. R. Copeland & K. Osborn) 4. Effective Reading Interventions for English Language Learners Who Are Struggling Readers or Identified with Learning Disabilities (K. King, A. Artiles, & A. Sullivan)	Read assigned book chapter Post summary to Learning Community FACT: Assessment of Teaching and Learning: Pre-Observation Form (B-2) Schedule site visit with University Supervisor
Session 6 ***Site Visits***	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Assessment of Teaching and Learning		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Assessment of Teaching and Learning: Site Visit (Form B-3)

Seminar Session	Topic	Reading	Assignment
Session 7	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Inquiry into Teaching and Learning	1. Teaching Students with Language Disorders (L. M. Justice, S. Gillam, & A. McGinty) 2. Teaching Students with Autism Spectrum Disorders (R. Iovannone) 3. Effective Practices for Promoting Literacy with Individuals who have Physical Disabilities (M. B. Coleman & K. W. Heller) 4. Teaching for Transition to Adulthood (D. W. Test, K. R. Kelley, & D. A. Rowe)	Read assigned book chapter Post summary to Learning Community FACT: Inquiry into Teaching and Learning: Reflection (Forms C-1 [cells 7-10], C-6, C-7, C-8)
Session 8	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions')
Session 9	FACT: Summary of Teaching and Learning		FACT: Summary of Teaching and Learning: Self-Assessments (Forms: E-2-5 – E-2-7)
Session 10	FACT: Summary of Teaching and Learning **** Meet with Learning Community at scheduled time***		FACT: Summary of Teaching and Learning: Reflection/Question Guide (Form D-1)