



EDCO 202
Supporting the Exceptional and Gifted Learners in the General Education Classroom

Credit Hours:2
Days/Times:8 – 10:50 am (Mondays & Wednesdays)
Prerequisites:EDCO 200 (suggested prerequisite – EDCO 220), FERPA Training
Suggested co-requisites:EDCO 201
Course Description (Catalog):Lecture and field-based course that applies content of the developmental sciences to address the needs of students with disabilities and gifted learners in the general education classroom. Students will explore exceptional and gifted learner characteristics and implement evidence-based strategies to address the diverse needs of exceptional learners. Approximately 18 hours of field work will be completed for this course.

The Education Core

The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provide candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as teachers in 21st century schools.

Description of Clinical Component of this Core Course

Number of hours in school setting: approximately 18 hours

Field performance expectations: Teacher candidates collaborate with an expert Mentor/Host teacher to meet the unique needs of a learner with a disability in the context of the general education classroom. Candidates conduct a case study with an individual student with a disability. The case students will consist of: (a) assessing strengths and needs of a learner with a disability; (b) implementing a research-supported strategy for the learner with a disability by co-teaching with the mentor teacher; (c) evaluating the impact of the implementation of the strategy on the student; and (d) ethically communicating the results of the strategy to the mentor teacher and course instructors.

Supervision of field performance: Host teacher and course instructor

Description of Course in Relation to Education Core

This course is one of two courses that constitute the STAR (Study, Teach, Assess, and Reflect) Rotations. Candidates apply and extend content learned in EDUC 101 and EDUC 200 to teach a discrete skill to an individual learner with a diverse need. Specifically, EDUC 202 focuses on supporting learners with a disability in a general education classroom and gifted learners. Candidates apply content learned in the STAR Rotations to work in small group and whole class inclusive settings in EDUC 306.

Course Goals

- 1- Demonstrate awareness of the unique strengths and needs of students with exceptional needs and gifted learners.
- 2- Demonstrate awareness of effective instructional methods that support students with disabilities and gifted students so these students will find success in the regular classroom.
- 3- Reflect on self and others as cultural beings with specific values and beliefs that shape viewpoints.
- 4- Demonstrate foundational knowledge of the support programs and services for exceptional needs students and gifted learners.
- 5- Demonstrate foundational knowledge of legal, political, and ethical issues surrounding exceptional needs students and gifted students in the general society and education.

Learning Outcomes and Assessments

<i>Unit Standards/Elements</i>	<i>Student Learning Outcome – Course Content (SLO-C)</i> <i>Student Learning Outcome – Field Work (SLO-F)</i>	<i>Content Assessment (CA)</i> <i>Field Assessment (FA)</i> *Key Assessment(s)
CG1. Demonstrate foundational knowledge of the field of special education, including legal, political, and ethical issues and characteristics of students of high and low incidence disabilities.		
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners' rights and teacher responsibilities.	SLO1-C. Describe the legal, political, and ethical foundations of special education.	*FA-Case Study CA- Final Exam
US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO2-C. Identify the characteristics of learners with high and low incidence disabilities and gifted learners.	CA- Mobile Discussions CA- Final Exam
	SLO3-C. Describe five essential research-supported instructional strategies for inclusive classrooms.	CA- Final Exam *FA-Case Study
CG2. Identify the unique strengths and needs of a student with a disability in the general education classroom.		
US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO4-F. Identify the unique strengths and needs of a learner with a disability in a general education classroom by gathering information through teacher, learner, and/or parent interviews and by reviewing available documentation.	*FA-Case Study
CG3. Implement instruction with a student with a disability within the context of a general education classroom.		

US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs (<i>learners with special needs</i>).	SLO5-F. In collaboration with the host teacher and based on information gathered about the strengths and needs of a learner with a disability, plan to integrate one of the five essential research-supported strategies to meet the unique needs of the learner within the context of the general education classroom.	*FA-Case Study
	SLO6-F. Implement one of the five essential research-supported strategies, in collaboration with the general education host teacher, to meet the unique needs of a learner with a disability.	*FA-Case Study
US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.	SLO7-C. Describe various models of collaboration and co-teaching that support instruction of diverse learners.	CA- Final Exam
	SLO8-F. Collaborate with the general education host teacher to meet the unique needs of a learner with a disability through the implementation of one of five essential research-supported strategies.	FA- Field Experience Evaluation by Host Teacher
US1. Diverse Needs of Learners E4. The teacher candidate maintains high expectations for the achievement of all learners.	SLO9-C. Describe instructional strategies that will continue to support the learner to achieve established and/or future outcomes.	*CA-Case Study
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners' rights and teacher responsibilities.	SLO10-C. Demonstrate professional dispositions related to teaching learners with disabilities.	FA- Field Experience Evaluation by Host Teacher
CG4. Utilize assessment during and after lessons to make informed instructional decisions about the learning needs of a student with a disability.		
US4. Assessment E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.	SLO4-F. Identify the unique strengths and needs of a learner with a disability in a general education classroom by gathering information through teacher, learner, and/or parent interviews and by reviewing available documentation.	*FA-Case Study
US4. Assessment E2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.	SLO 11-F - Evaluate the impact of the implementation of a research-supported strategy with a learner with a disability in the general education classroom.	*FA-Case Study
US4. Assessment	SLO12-F. Ethically communicate assessment	FA- Field

E3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.	results to the host teacher and course instructor regarding implementation of a research-supported strategy for learners with a disability.	Experience Evaluation by Host Teacher *FA-Case Study
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Global Learning Statement: The global learning component(s) of this course are the following:

- **Daily classroom activities** (video viewing/discussion/reflection; simulations; discussions of research and popular literature) will increase the student’s awareness and understanding of the perspective of Exceptional Needs Learners and Gifted Learners.
- **Direct engagement with an individual with exceptional needs** on all field experience days will help the student develop knowledge of the exceptional needs learners in terms of background, academic skills, cultural contributions, and social and academic challenges.
- **Classroom engagement** on all field experience days will facilitate the student’s collaboration with the classroom teacher to enhance the student’s access to and learning of academic content knowledge.
- **The Reflection component of the Case Study** will allow the student to collect and synthesize his/her progress toward understanding the perspective of exceptional needs learners.
- **The Case Study of an exceptional needs project** will demonstrate the student’s intimate knowledge and understanding of an individual student in terms of background, linguistic and other academic skills, cultural contributions, and social and academic challenges. It will also demonstrate the student’s knowledge and skill in facilitating (in collaboration with the classroom teacher) access to and success with academic content knowledge for the exceptional needs student.

Teaching Methods: Teaching methods used in the course may include lecture, cooperative learning, small group discussions, and various types of classroom and online activities that will engage the student in learning.

Course Requirements: Course Requirements are outlined in the assignments chart later in this document.

Required Access to ViaLiveText: The case study is a key assessment for this class. It MUST be submitted on *ViaLiveText* in order for you to receive credit. You purchased a ViaLiveText account as a part of the course fee in EDUC 101. Please see the instructor if you do not have an account.

Class Attendance Policy: Attendance at all classes is expected and required. Your attendance, preparation, contributions, willingness to share, enthusiasm and support of fellow class members reflect your professional dispositions. An absence (excused or unexcused) does not relieve you of the responsibility for information presented during class time. There will be collaborative activities completed in many class periods. Any absences during campus classes will result in the student completing the activities outside of class independently. *In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor’s responsibility to re-teach a concept due to an absence. Consult the course Blackboard page (<http://blackboard.winthrop.edu>) and a peer for missed content prior to contacting the instructor with questions.* Missing a class meeting will affect your background knowledge and ability to accomplish the course goals since class meets for two hours and fifty minutes.

In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor's responsibility to re-teach a concept due to an absence. Consult the course blackboard page and a peer for missed content prior to contacting the instructor with questions.

Please be on time for classes and do not leave early. According to the university's attendance policy, if a student's absence in a course totals 20 percent or more of the class meetings for the course (3 classes/field visits for EDCO 202), the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances a grade of F or U shall be assigned. Attendance will be checked by minutes (1 session = 170 minutes) and reported in Blackboard after each class session. **When the class is in the field, you are required to be at the school the entire class period or you will be marked absent.**

You are expected to conduct yourself in a professional manner both in the classroom and in the school setting. If you miss a field experience day, you are expected to **contact the host teacher and the instructor prior to the start of the day**. You will coordinate with your host teacher the make-up time on another day and inform your instructor of the make-up day and time. It is also important when visiting a school to be on time and dress in a professional manner (NO jeans!).

Field Attendance Policy

You must attend field on the assigned days and times outlined in the calendar. You should not ask the host teacher if you can go on an unscheduled course field day, as the instructor will not be onsite and the host schools and teachers are expecting candidates on the assigned days. You are expected to be on time and stay until the end of each field day to accomplish the hours and goals. Plan to arrive in the school parking lot fifteen minutes prior to the time the field experience begins, so you can check in and calmly begin working with your student promptly.

In the event of an excused absence, you must work with a host teacher to attend on a different day or tack on hours to an existing field day. You must e-mail the host teacher and the course instructor as soon as possible to inform them of your absence and suggest a date and time to make-up the visit. Once you have determined a make-up visit that works for you and your host teacher, e-mail the course instructor and accurately log the date and time indicating "make-up day" in ViaLiveText.

Sometimes host teachers invite student to attend additional events such as meetings, evening school sponsored activities, or field trips. If a host teacher invites you to additional events that do not take place during the days and times outlined in the calendar, you are not required to go, but may choose to do so. Liability insurance covers you should you choose to participate. Substituting a host school event with a normal field day should be discussed with the course instructor on an individual basis.

Field Expectations: During your field work for EDCO 202, you will be assigned to a student with disabilities. You are expected to engage with and "follow" your student while at the school. The first two to three field visits are devoted to gathering background information and observing your student in a variety of environments. The next three to four visits are devoted to working with your host teacher to coplan and coteach a lesson applying a strategy to meet the needs of your student. If you are engaged in planning or teaching with your host teacher or need to get accustomed to his/her teaching style and routines, it is appropriate to stay with your teacher for a day or two. Otherwise, follow your student's schedule and go with him/her to related arts, electives, and different subjects.

FERPA Training and Quiz:

To ensure you follow all student privacy guidelines, during the 1st rotation of EDCO 201 or 202, you must complete a FERPA training and score 100% on the coinciding quiz. The instructor you have for the first rotation will inform your 2nd rotation instructor that you have completed training and passed the quiz.

Late Assignments: Late assignments will be penalized 10% per day. This includes weekends and non-class days, and is not prorated; 1 minute late is the same as 24 hours late. No assignments will be accepted after one week.

Cell Phones and other Mobile Devices: Cell phones and other mobile devices are excellent instructional tools; however, they should never be a distraction or a source of disruption in an academic setting. *Therefore, during instructional time when these devices are NOT being used as a component of the course, they should be face-down/closed, silent, and unattended. Disruptions to the learning environment by electronic devices may result in point deductions from your participation grade. Cell phones in the field should only be used to capture images of student work with the host teacher's permission. At all other times, they should be silenced and put away.*

Recording Clause: With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the Department of Counseling, Leadership and Educational Studies. Violations of any form noted below are considered violations of the Student Code of Conduct policy located in the Student Handbook.

No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor. This can be a violation of copyright. No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared. If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Students with Disabilities/Need of Accommodations for Access: Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Professional Dispositions: As a student in the College of Education, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each candidate is expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment.

Students can be provided with formative feedback on their professional dispositions in each class through the Professional Dispositions Student Assessment (PDSA), which is completed in Live Text by the faculty member. When there are concerns about a student's professional behavior, a Professional Dispositions and Skills Intervention form is completed and an intervention developed by a program area committee. The full policy can read at <http://www.winthrop.edu/coe/sas/default.aspx?id=11517>.

Student Code of Conduct: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online, which can be found at: <http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>. **Cheating, plagiarism (including self-plagiarism = recycling), or any other form of academic dishonesty** may result in a grade of “F” for the course. Some examples of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and/or presenting someone else’s work as your own. **Do not use another person’s ideas or words without citing the source. Borrowed or adapted material must not appear to be your original work.**

Required knowledge of APA citation rules and the writing process: You need to be able to implement APA citation rules and the writing process with all aspects of your work, including idea gathering, structuring ideas, drafting, revising, and finalizing project content with proofreading/editing. Websites for APA citation rules: <http://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.library.cornell.edu/resrch/citmanage/apa>

Syllabus Change Policy: *This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.*

Required Texts:

Murawski, W., & Scott, K. (2017). *What really works with exceptional learners*. Thousand Oaks, CA: Corwin.

Online modules as assigned throughout the course. Students are expected to view the online modules when assigned and be prepared to discuss them in class.

Assignments

1. Case Study (80 points)

Assignment Description: Teacher candidates collaborate with an expert host teacher to meet the unique needs of a learner with a disability in the context of the general education classroom. Candidates conduct a case study with a learner with a disability that consists of the following:

- Part A: (Key Assessment: See separate rubric on Course Blackboard page; 25 points)
 - Description of general background information on your assigned individual student; and
 - Analysis of the student's academic, language, and social strengths and needs.

- Parts B-F: (Key Assessment: See separate rubric on Course Blackboard page; 55 points)
 - Plan a lesson to include a research-supported strategy targeted for the exceptional needs student.
 - Implementation of the research-supported strategy while co-teaching with the host teacher;
 - Analysis of implementation and post assessment results;
 - Reflection on your co-teaching experience and personal learning from this experience and needs for the exceptional student's future academic support and/or social integration.

2. Mobile Discussions (30 points: 6@ 5 points each): Mobile discussions will use the Blackboard Mobile App and be based on the essential information that you should be grasping from the assigned topic for each field day. You should review the online module for each field day and then focus on answering the questions provided in as much detail as possible.

All students will be required to actively participate in the discussion boards. Students are required to respond initially to the discussion board question by initiating an Original Thread. In addition, students are required to participate in the discussion by responding to their peers' postings at least two times for each discussion board (there will be six in total) to get a credit. The responses should be substantive not just "great point, nice job, way to go." Students should contribute to discussions using research, clinical expertise, and by expressing their opinions in a professional manner.

3. Group Discussions (30 points)

You will be responsible for answering questions (on a discussion sheet) and participating group discussions about each week's topic. Your participation in group discussions will be evaluated throughout the semester.

4. Final Exam (50 points): The final exam will consist of any combination of multiple choice, fill in the blank, short answer, and essay questions.

5. Host Teacher Evaluation (18 points) Teacher candidates must receive a score of at least 18/24 on the host teacher evaluation in order to pass the course; otherwise, the highest grade possible in the course is a C-.

***Grading System:**

Performance Measure	Possible Points
Case Study	80
Mobile Discussions	30
Group Discussions	30
Final Exam	50
Host Teacher Evaluation	18
Semester Total	208

Grading Scale	
95-100%	A
90-94%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
59 -0%	F

Note: Points must be earned in *every* category of assignments. Omission of any single type of task may lead to an **F** as the final grade, regardless of total points earned. Each type of task must be attempted.

Note: Students must earn a **C** or better on the Key Assessments [Case Study, and the Host Teacher Evaluation] in order in order to earn a C or better in the course. A grade of C or better in EDCO 202 is required for successful completion of the Winthrop University initial teacher preparation program.

Tentative Course Calendar

Section 003: 8-10:50 am (M/W)

Date	Topic	Required Readings (Complete prior to class meeting)	Assignment(s)
10/17 (Wed)	Syllabus Review & People first language	<ul style="list-style-type: none"> Syllabus Chapter 18 	Week 1 Survey (By 10/18 11:59 pm)
10/22 (Mon)	Legal Issues in Special Education (Understanding the IEP)	<ul style="list-style-type: none"> Chapter 18 Legal Foundations of Special Education Online Module Research-based strategies for inclusive classroom 	
10/24 (Wed)	Culturally Responsive Teaching Classroom Management	<ul style="list-style-type: none"> Chapter 6 Chapter 8 Case study (A) preview Professionalism 	
10/29 (Mon) Field	Students with Speech and Language Impairments Positive Reinforcement	<ul style="list-style-type: none"> Speech and Language Impairments Module Positive Reinforcement Module 	Mobile Discussion (By 10/30 11:59 pm)
10/31 (Wed) Field	Students with ID Task Analysis	<ul style="list-style-type: none"> Chapter 14 Intellectual Disability Module Task Analysis Module 	Mobile Discussion (By 11/1 11:59 pm)
11/5 (Mon) Field	Students with EBD	<ul style="list-style-type: none"> Chapter 12 Emotional & Behavioral Disorders Module 	Mobile Discussion (By 11/6 11:59 pm) Case study (A) to Via (By 11/6 11:59 pm)
11/7 (Wed)	UDL/differentiated instruction	<ul style="list-style-type: none"> Chapters 4 & 5 Differentiated Instruction Module 	

		<ul style="list-style-type: none"> Explore the UDL info on the CAST website: http://www.cast.org/udl/index.html Gifted Learners Module Case study (B-F) preview	
11/12 (Mon) Field	PBIS Visual supports	<ul style="list-style-type: none"> PBIS Module Visual Supports Module 	Mobile Discussion (By 11/13 11:59 pm)
11/14 (Wed) Field	Students with ADHD Self-Management Module	<ul style="list-style-type: none"> ADHD Module Self-Management Module 	Mobile Discussion (By 11/15 11:59 pm)
11/19 (Mon) Field	Students with LD Systematic instruction	<ul style="list-style-type: none"> Chapter 11 Learning Disabilities Module Systematic Instruction Module 	Mobile Discussion (By 11/20 11:59 pm)
11/26 (Mon)	Strategies for gifted learners	See articles in the Blackboard.	
11/28 (Wed)	Rtl/ Multi-Tiered Systems of Support	<ul style="list-style-type: none"> Chapter 10 	
12/3 (Mon)	Students with ASD	<ul style="list-style-type: none"> Chapter 13 ASD Module 	Case Study (B-F) to Via (By 12/4 11:59 pm)
TBD	Final Exam	Same as the class time	

- No on-campus class on Field Days;
- Modules will be provided via Blackboard.