

**Salish Kootenai College**  
**Teaching and Assessing Exceptional Learners Lab**  
**EDUC 277**  
**Fall 2013**

**COURSE INFORMATION**

- A. Number: EDUC 277
- B. Title: Teaching and Assessing Exceptional Learners Lab
- C. Credits: 1
- D. This course is offered Fall Quarter as a co-requisite to EDUC 276
- E. Location: Education Building Room 120

**PERSONAL INFORMATION**

- A. Instructor: Cindy O'Dell
- B. Office: Education Building Room 103
- C. Office Hours: Mondays 1-4 and Tuesdays 9-12
- D. Telephone: 275-4752
- E. Email: [cindy\\_odell@skc.edu](mailto:cindy_odell@skc.edu)

**REQUIRED MATERIALS**

- A. Recommended textbook: Kluth, P. and Danaher, S. (2010). *From Tutor Scripts to Talking Sticks: 100 ways to differentiate instruction in k-12 classrooms*. Baltimore, Maryland: Paul H. Brookes Publishing.

**COURSE DESCRIPTION**

Teaching and Assessing Exceptional Learners Lab provides students with field experience and feedback to enhance their skills and abilities in teaching students with disabilities, including students with gifted learning needs and children at risk.

**CREDIT HOURS**

Following the SKC Credit Hour policy, to meet the identified objectives of this 1 credit practicum/field experience course, delivered over a 10 week term will approximate: 1 hour/week in a setting with pre-K-12<sup>th</sup> grade students with special needs for a total of 10 hours. This field experience will consist of both observations and assisting in special education or inclusive settings. In addition, out of class student work will approximate a minimum of 2 hours each week for a total of 20 hours.

**REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu), 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

**RELATION TO THE CONCEPTUAL FRAMEWORK**

To be an effective teacher with students with disabilities, one needs to look at all students in their diversity. Students have their strengths and weaknesses. You will be evaluating and constructing your philosophy of inclusion through experiences with students with disabilities in

this course, so that you may take a leadership role in meeting the needs of students of diverse backgrounds and abilities in your classroom.

## **COURSE RATIONALE**

Today students with all levels of abilities are included in all classes. No longer are all children in a given community similar in background and experience. Thus, every teacher will need to adapt to those differences. Students with disabilities are included in all classrooms. Teachers will be a part of the special education team for those students in their classroom that are identified with disabilities. This class prepares you to meet the challenges of being an active participant in the school life of students with disabilities through hands-on experiences, observation time, and individualized feedback.

## **CULTURAL RELEVANCY**

This course is founded on the diversity of abilities and learning capabilities of students with disabilities as defined by IDEA 2004. Those disabilities will also be discussed in terms of ethnicity, gender, rural vs. urban, socio-economic status, and race. Sensitivity to all diversity will be the key to developing positive attitudes and dispositions within the course. Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pen d'Oreille and Kootenai People.

### Candidate Objectives:

1. Candidates will examine how children with special needs have been typically educated within their cultural group;
2. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

## **CRITICAL THINKING**

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

### Candidate Objectives:

1. Candidates will analyze the process of including all children in their care;
2. Candidates will utilize lesson plans to individualize for children's needs;
3. Candidates will apply information learned in class to improve their work with parents, children and other professionals;

## **CITIZENSHIP**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

### Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

## COMMUNICATION

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Candidate Objectives:

1. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
2. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers.

## COURSE OBJECTIVES

Upon completion of this course candidates will be able to:

- A. Evaluate their own skills and abilities when working with children with special needs and their families;
- B. Develop skills in planning for and working with children with special needs;
- C. Utilize information from EDUC 276 and apply this knowledge when working with students with special needs;
- D. Utilize feedback from the instructor to develop an individualized training plan designed to enhance teaching skills.

## COURSE REQUIREMENTS

- A. Each candidate must be observed by an instructor once per quarter and discuss the observation.
- B. Each candidate must complete one self-evaluation assessing his/her own skills and abilities working with children with special needs.
- C. Each candidate must complete an observation form after observing an educational professional in a special education setting.
- D. Each candidate must submit a documentation of at least 10 hours of field experience time.

## GRADING SYSTEM

A. Instructor Observation and Feedback	= 50 pts	300-270 = A
B. Evaluation of another teacher	= 100 pts	269-240 = B
C. Self-Assessment	= 100 pts	239-210 = C
D. Documentation of hours	= 50 pts	209-180 = D
Total	= 300 pts	Below 180 = F