Course Number: MAS 7601

Course Title: Learning Differences & Assessment of Exceptional Children

Course Description: Learners will be exposed to the various theories of development and how learning differences are measured and differentiated for in the classroom setting. Various assessment tools will be reviewed, demonstrated and the referral process for special education, including the Response to Intervention process will be explored. Lastly, students will have to creatively plan for a student with a learning difference in all settings of their educational day, using evidence-based practices.

<table>
<thead>
<tr>
<th>College Education Program Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
</tr>
<tr>
<td>1. ensuring that programs are knowledge-based;</td>
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<tr>
<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<tr>
<td>3. contextual and cultural sensitivity;</td>
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<tr>
<td>4. facilitating inquiry and reflection, i.e, providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<tr>
<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<tr>
<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<tr>
<td>8. ensuring that programs promote the effective use of technology</td>
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</tbody>
</table>

Course Objectives

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 – Learning Differences

The teacher uses understanding of individual differences and diverse cultures and
communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Learning Topic 1 – Learner Development and Differences**

**Essential Knowledge:**

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

**Learning Activities/Performance Tasks:**

- **Class 1**
  - Theories of Learning
    - Piaget
    - Multiple Intelligences
    - Problem Based Learning
    - Vygotsky
    - Experiential Learning
    - Emotional Intelligence
  - Provide an article for each theory above
    - Have each student receive a sample case study student and the student has to discuss the theory of learning of that student from the theorists perspective
    - Each student will write a 3 page paper about their theorist, their view and how they would interpret the learning style of a given case study student

**Learning Topic 2 – Assessment of Exceptional Children**

**Essential Knowledge**

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

**Learning Activities:**
• **Class 2**
  - How a student receives special education
    - 13 Educational Classifications
    - Special Education Law
    - ER and Psych report
  - Debate – does the child need special education??
    - Students are given a sample student referred for special education testing. The students will debate (face to face) and provide a screencast (online) providing evidence that the child needs or does not need special education services.

• **Class 3**
  - RTI
  - Problem solving process (IST)
  - Parental rights in the process (review rights booklet)

  - Student is given an academic and a behavioral scenario – student must provide 3 interventions they would do for each scenario PRIOR to referring a student for special education

• **Class 4**
  - Individual Standardized Testing
    - Achievement
    - Intelligence
    - Behavioral
    - Language
    - Scales and Assessments for Autism

  - Observe a student being given one of these assessments and write a 2 page paper on your experiences and observations.
  - Share these observations in a discussion board (both face to face and online)

• **Class 5**
  - Recognize the individuality of each student by focusing on individual student needs
  - Simulated videos of various disabilities
    - Provide each student an assignment/task that they have to complete and they have differing conditions that would affect their performance. They must share their views on a vodcast (for online) and discussion board.

• **Class 6**
  - Differentiating lessons and assignments for students with disabilities
    - Sample differentiated lesson plans
- From the assignment/task that they were given last week, student must provide a lesson plan with accommodations, modifications and differentiated ways that they would assess this student.

- **Class 7**
  - Student is given a scenario of a child that is referred for special education, in a five page paper, the student must:
    - Identify the disability that the child would meet
    - Identify 3 things that the teacher would plan differently for the child
    - Identify 2 strategies to support the child outside of the classroom with their disability (community, home, hallway, lunchroom)

**Resources:**

Structured External Assignment:
Learning Simulation
- Identify the disability
- What characteristics from this disability will directly affect your teaching and planning in the classroom
- What other areas of the school environment would this disability affect

**METHODOLOGY:**

A. **Teaching Methods:**
- Textbook chapter readings
- Scholarly article readings
- Powerpoints
- Action research
- Creation and presentation of a differentiated lesson plan

- **Evaluation Procedures:** Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)
  - Discussions
  - Quizzes
  - Journal entries
  - Case study project
  - IEP creation
  - Essay
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment Name</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Learning Theorist discussion board (face to face and online)</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>1.2 Learning Theory Paper (3 pages)</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>2.1 Pre intervention scenarios</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>3.1 Special Education Debate</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>4.1 Paper about experiences observing a standardized test being given</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>4.2 Discussion board about observation of test</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>5.1 Vodcast (presentation for face to face) as to how student experienced completing a task with a disabling condition</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>5.2 Discussion board about presentations/vodcasts</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>6.1 – Differentiated Lesson plan based on need from 4.1</td>
<td>200</td>
</tr>
<tr>
<td>7</td>
<td>7.1 – 5 page scenario paper</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
**Structured External Assignment:** Teacher candidates will write a paper that demonstrates knowledge and understanding of how student learning is influenced by factors such as: individual experiences, talents, and prior learning, as well as language, culture, gender, health, family, and community. Teacher candidates will describe, analyze, and reflect on the different approaches to learning, increasing cultural diversity, strategies to support learning for students whose first language is not English, and other areas of exceptionality in learning, and how to access resources/services to meet special learning needs as well as to adapt instruction to successfully meet the needs of those students who have been so identified.

### Scoring Elements

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Understanding of how students are influenced by individual experiences, talents, prior learning, language, culture, gender, health, family, and community.</strong></td>
<td>The candidate provided <strong>less than two</strong> examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</td>
<td>The candidate provided <strong>two</strong> examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</td>
<td>The candidate provided <strong>three</strong> examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</td>
<td>The candidate provided <strong>four</strong> examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</td>
<td>The candidate provided <strong>five</strong> examples of how student learning is influenced by: (1) individual experiences, (2) talents, and (3) prior learning, as well as (4) language, culture, (5) gender, (6) health, (7) family, or (8) community.</td>
</tr>
</tbody>
</table>

**Score:**

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**3.2 Understanding of the different approaches to learning.**

The candidate **demonstrated a limited understanding** of the differences in approaches to learning and performance by providing **less than two** examples illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing a task, etc.).

The candidate demonstrated an **adequate understanding** of the differences in approaches to learning and performance by providing **two** examples illustrating the following: learning styles, multiple intelligences, and performance modes (i.e.,

The candidate demonstrated an **adequate understanding** of the differences in approaches to learning and performance by providing **three** examples illustrating the following: learning styles, multiple intelligences, and performance modes (i.e.,

The candidate demonstrated an **adequate understanding** of the differences in approaches to learning and performance by providing **four** examples illustrating the following: learning styles, multiple intelligences, and performance modes (i.e.,

The candidate demonstrated an **advanced understanding** of the differences in approaches to learning and performance by providing **five** examples illustrating the following: learning styles, multiple intelligences, and performance modes (i.e., developing a product or performing...
<table>
<thead>
<tr>
<th>Score: ___</th>
<th>developing a product or performing a task, etc.).</th>
<th>developing a product or performing a task, etc.).</th>
<th>developing a product or performing a task, etc.).</th>
<th>a task, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3 Understanding of cultural diversity.</strong></td>
<td>The candidate provided less than two examples of cultural diversity and how to incorporate multicultural experiences into instruction.</td>
<td>The candidate provided two examples of cultural diversity and how to incorporate multicultural experiences into instruction.</td>
<td>The candidate provided three examples of cultural diversity and how to incorporate multicultural experiences into instruction.</td>
<td>The candidate provided four examples of cultural diversity and how to incorporate multicultural experiences into instruction.</td>
</tr>
<tr>
<td>Score: ___</td>
<td>The candidate demonstrated <strong>little or no understanding</strong> about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing less than two examples from the above items.</td>
<td>The candidate demonstrated <strong>some understanding</strong> about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing two examples (from at least one of each of the above items).</td>
<td>The candidate demonstrated <strong>acceptable understanding</strong> about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing three examples (from at least one of each of the above items).</td>
<td>The candidate demonstrated <strong>good understanding</strong> about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing four examples (from at least one of each of the above items).</td>
</tr>
<tr>
<td><strong>3.4 Understanding areas of exceptionality in learning.</strong></td>
<td>The candidate demonstrated <strong>superior understanding</strong> about the areas of exceptionality in learning, including (1) talented and gifted and (2) special needs or learning differences, and (3) how to access strategies to accommodate individual differences by providing five examples (from at least one of each of the above items).</td>
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</tbody>
</table>
### 3.5 Understanding of how to access strategies to support learning for students whose first language is not English.

**Score:**____

- The candidate demonstrated little or no understanding about the process of second language acquisition nor how to access strategies to support learning for students whose first language is not English.
- The candidate demonstrated marginal understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.
- The student demonstrated appropriate understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.
- The candidate was skillful in demonstrating an understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.
- The candidate demonstrated exceptional understanding about the process of second language acquisition and how to access strategies to support learning for students whose first language is not English.

### 3.6 Understanding how to access resources/services to meet special learning needs.

**Score:**____

- The candidate demonstrated minimum understanding about when or how to access appropriate resources or services to meet special learning needs.
- The candidate demonstrated limited understanding about when and how to access appropriate resources and services to meet special learning needs.
- The candidate demonstrated an appropriate understanding about when and how to access resources and services to meet special learning needs.
- The candidate was skillful in demonstrating an understanding about when and how to access resources and services to meet special learning needs.
- The candidate demonstrated exceptional skill in understanding about when and how to access resources and services to meet special learning needs.

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**Wilmington University**

**SEA RESEARCH PAPER RUBRIC**

<table>
<thead>
<tr>
<th>I. Reasoning</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Presentation is illogical, disordered.</td>
<td>1. Logical, orderly presentation is apparent.</td>
<td>1. The writing is logical, orderly, internally consistent, and well developed. Elegant.</td>
</tr>
<tr>
<td></td>
<td>2. Inferences are unsupported by evidence.</td>
<td>2. Inferences are supported by evidence.</td>
<td>2. Inferences are well supported by evidence.</td>
</tr>
<tr>
<td></td>
<td>3. Ideas are presented without attention to synthesis.</td>
<td>3. Effort is made to synthesize ideas from different sources.</td>
<td>3. Ideas are well synthesized, following an established outline.</td>
</tr>
</tbody>
</table>
| II. Communication | 1. Word choice is inappropriate to the intended audience.  
2. Incoherent organization fails to lead the reader to the intended conclusion.  
3. Lack of awareness of audience.  
4. Writing is choppy, with many awkward passages.  
5. Heavy reliance on quotations or paraphrasing. | 1. Word choice is acceptable for the intended audience.  
2. Generally good although obvious organization.  
3. Shows awareness of audience.  
4. Sentences and paragraphs relate to each other, though connections are occasionally mechanical or choppy.  
5. Original writing supported with occasional quotations, paraphrasing. | 1. Word choice is particularly well matched to the intended audience.  
Scholarly expository style  
2. Organization is so excellent as to be unnoticed.  
3. Appropriate audience control is obvious.  
4. Writing is flowing and easy to follow.  
5. Limited quotations and paraphrasing well integrated with original writing. |
| III. Grammar and Mechanics | Grammatical errors substantially detract from the communication.  
Spelling, punctuation, or format errors are noticeable. | Grammatical errors are minimal and do not detract from the communication.  
Minimal spelling, punctuation, or format errors. | The document is free of grammatical errors.  
No spelling, punctuation, or format errors |
| IV. APA Style | 1. Several features of APA style are ignored. | 1. Few errors in APA style and most are inconsequential. | 1. APA style is employed perfectly. |
| V. Content/Focus | 1. Unclear main idea that is insufficiently limited.  
2. No evidence of purpose or direction.  
3. Scant or no coverage about how student learning is influenced by factors such as individual experiences, talents, and prior learning as well as language, culture, gender, health, family, and community. | 1. Clear or clearly implicit main idea and partially limited topic.  
2. Purpose and direction discernable.  
3. Adequate coverage about how student learning is influenced by factors such as individual experiences, talents, and prior learning as well as language, culture, gender, health, family, and community. | 1. Very clear and effectively limited and manageable topic.  
2. Clear purpose and direction.  
3. Focus is clearly on how student learning is influenced by factors such as individual experiences, talents, and prior learning as well as language, culture, gender, health, family, and community. |
| VI. References | 1. Inappropriate references. Fewer than five sources or fewer than two journal articles. 2. Many errors are noted in the form of citations in either the body or the reference section. 3. Many references that appear in the body are not cited in the reference section and vice versa. | 1. Citations are appropriate, although not ideally matched to the content of the paper. Five sources and at least two journal articles. 2. A few incorrect citations are noted in either the body or the reference section. 3. A few citations in the body do not match those in the reference section. | 1. Citations are appropriate to the content of the paper in breadth, depth, and currency. Many more than the minimum number of sources. 2. Citations are correctly cited in both the body and the reference section. 3. Citations match in the body and in the reference section. |