

SIMON FRASER UNIVERSITY

EDUCATION 370-3

(T2.00)

SPECIAL TOPIC:

ASSESSING AND PROGRAMMING OF STUDENTS WITH LEARNING DISABILITIES

Summer Session, 1991
(July 3 - 12)

Instructor: Moira Munro

Monday - Saturday, 8:30 a.m. - 12:20 p.m.

Location: Milner Education Centre
6656 Glover Road, Langley

PREREQUISITE: Educ 401/402, or equivalent and certified practising teacher.

TOPICAL OUTLINE BY DAY OF THE WEEK

Wednesday, July 3

An Introduction to Assessment

- 1) An historical perspective
- 2) Uses and abuses
- 3) Current Concerns

Thursday, July 4

Screening - the first stage of Assessment

- 1) Who do we screen?
- 2) When do we screen?
- 3) What do we use?
 - good screening measures
 - formal
 - informal
 - classroom based
 - criterion referenced

Friday, July 5

Classroom Observation - the second stage of Assessment

- 1) What to look for
- 2) How to intervene

Saturday, July 6

Developing a Diagnostic Orientation

- a closer look at identified screening measures

Monday, July 8

Assessment

- 1) Collection of data
- 2) Assessment tools
- 3) Interpretation of results
- 4) Recommendations

Tuesday, July 9

So After We've Assessed - What Then?

- 1) Communicating with parents, students and teachers
- 2) Classroom interventions
- 3) Remedial programming
- 4) Resource rooms

Wednesday, July 10

A Cooperative Planning Model

- 1) Identification
- 2) Teaching strategies

Thursday, July 11

A Cooperative Planning Model (cont'd)

- 1) Curriculum support
- 2) Evaluation

Friday, July 12

Consultation

COURSE EVALUATION

There will be two examinations. The first will be related to pre-course readings. The second will cover content presented during the course. As well, class participation and daily preparation will be included as considerations in determining the final grade.

REQUIRED READINGS

Selected journal articles.

EDUCATION 370

GOALS & OBJECTIVES

- 1. Develop an understanding of classroom practice through systematic observation.**
 - 1.1 identify routines, lesson structures, pupil interactions with peers and teachers
 - 1.2 observe management techniques utilized in whole class situations
 - 1.3 observe and analyze individual lessons, especially in language arts and math
 - 1.4 collect data systematically

- 2. Examine educational and pedagogical theory and the relationship between theory and teaching practice, and develop teaching activities which reflect this understanding.**
 - 2.1 participate in discussions based on observations conducted
 - 2.2 explore educational and pedagogical theories through readings
 - 2.3 develop and clarify personal understandings about teaching and learning
 - 2.4 utilize theory and methods learned in Ed. 472 and 475 to plan a unit

3. Plan, teach and evaluate short learning experiences to achieve intended outcomes.

3.1 demonstrate understanding of the elements of a lesson and the lesson planning process

3.2 use this knowledge to plan:

- portions of lessons
- whole lessons
- sequences of lessons
- units of work

3.3 use a variety of instructional activities

3.4 become familiar with educational resources available in the school district

3.5 evaluate the effectiveness of lessons taught through written reflections, discussions, and observations of and reflection on student responses

4. Demonstrate level of literacy consistent with that of a novice professional.

4.1 proofread and correct all written work, student materials and boardwork

4.2 provide an appropriate oral model for pupils' language use

5. Establish professional, respectful and ethical working relationships with pupils and others in the educational community.

5.1 increase familiarity with professional ethics

5.2 interact professionally and ethically in school settings

5.3 plan cooperatively with the school associate

5.4 demonstrate collegiality in seminar and school settings

6. Assume responsibility for professional growth.

6.1 demonstrate personal initiative in lesson and unit planning, and in the use of resources

6.2 analyze own performance and identify areas for improvement

6.3 demonstrate openness to constructive feedback and demonstrate initiative in seeking out such feedback

6.4 demonstrate willingness to monitor student learning and to adjust teaching strategies accordingly

6.5 participate in school-based and/or district professional development activities where possible

6.6 continue to monitor academic plan and develop long-term professional goals

6.7 establish goals for Ed. 401/2

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