



**ECD 260 – Methods of Teaching Special Needs Students**  
**Early Childhood Development**  
**Business and Public Service**

**Semester Year**

**Catalog Course Description:** This course focuses on developmentally appropriate methods for teaching special needs students. Emphasis is on planning, implementation, and evaluation of developmentally appropriate activities utilizing a variety of methods and materials.

**Prerequisite(s):** ECD 102 and ECD 107

**Credit Hours:** 3.0

**Class Schedule:**

Lab

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

**Campus Mailbox:**

**Program Website:** [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd)

**Program Director:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

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**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Textbook(s):** Sandall, S. R., & Schwartz, I. S. (2008). Building blocks for teaching preschoolers with special needs. Baltimore: Paul H. Brookes Publishing Co. (Second Edition)

**Course Objectives:** Upon completion of this course the student will be able to:

1. Discuss the goals, benefits, and uses of assessment as a part of various teaching strategies for young children with different needs and abilities. (NAEYC 3a)
2. Explain the use of portfolios as an assessment tool. (NAEYC 3c)
3. Summarize the basics of developmentally appropriate curriculum modifications. (NAEYC 1a-c, 4c)
4. Participate in collaborative learning through group projects and research. (NAEYC 5c)
5. Research, explore and reflect on current research and best practices in the field of early education. (NAEYC 5d)

**Course Outcomes and Competencies:**

**Intended Course Outcome #5:** Students will be able to use content knowledge to build meaningful curriculum.

**Course Competency 5c:** Students will be able to use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**Performance Measurement Instrument and Success criteria:** Students will successfully complete a teaching strategies plan.

## **NAEYC Standards**

### **1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

### **3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

### **4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

### **5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### **6. BECOMING A PROFESSIONAL**

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

### **7. EARLY CHILDHOOD FIELD EXPERIENCES**

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

## **Course Requirements:**

1. Attend class and participate orally.
2. Attend required lab site visits.
3. Read all chapters and assignments.
4. Take five tests.
5. Complete one expert presentation on a special education topic.
6. Complete one teaching strategies plan.
7. Complete two professional journal articles and reviews.

**Tests:** Three tests will be given related to class instruction, lecture, discussions, and assignments.

**Teaching Strategies Plan:** Each student will be required to develop a plan including curriculum modifications, embedded learning opportunities, and child-focused instructional strategies. Use forms in Appendix A or on course textbook CD-ROM.

**Module 7 work from CONNECT modules:** Each student will be required to complete all work from module 7.  
<http://community.fpg.unc.edu/connect-modules/learners/module-7>

### **Make Up Assessment and Presentation Policy:**

Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a “0” for that assessment.

### **Course Grading:**

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Tests (3 @ 100 points each)	300
Expert Presentation	200
Teaching Strategies Plan	200
Module 7	<u>300</u>
<b>Total Points =</b>	<b>1000</b>

### **Early Childhood Grading Scale:**

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended

**Note: Please keep all assignments for your final portfolio for ECD 243.**

### **MTC Student Handbook:**

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

### **Academic Integrity:**

- The students of MTC have adopted the following Honor Code:  
*As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

### **Class Attendance and Participation:**

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

**Tardies:** Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**Classroom Conduct and Preparation:** All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

**Make Up Assessment and Presentation Policy:** Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

### **Portable Electronic Devices:**

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

### **Student Email Accounts (MyMTC Email):**

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

### **MyMTC:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

### **Children on Campus:**

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

### **Inclement Weather Policy:**

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

### **Campus Emergency Protocol:**

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: [http://www.midlandstech.edu/Phone\\_Alert.htm](http://www.midlandstech.edu/Phone_Alert.htm).

### **Student Evaluation of Instruction:**

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

### **Accessibility and Special Accommodations:**

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at [disability@midlandstech.edu](mailto:disability@midlandstech.edu) if you have any questions or concerns.

### **Copyright:**

**Work Left at the End of the Semester:** Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

**Dress Code:** All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

**Transferability of Course:** This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd) to view program plans for transferring to four year colleges in this area.

**DSS Hours:** If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to [http://www.sc-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

(Revised September 2013)

### Course Topic Outline/Course Calendar with Assignments:

Class/Date	Topic	Assignments Due
1	First Day & Getting to Know You Review Syllabus & Course Expectations Questions Chapter 1:Introduction Intro Module 7	none
2	Chapter 2:Evidence-Based Practice & the Building Blocks Framework Complete Activities 7.1a & 7.2a from Module 7	<ul style="list-style-type: none"> <li>• Read Chapters 1-2</li> <li>• Module 7 work</li> </ul>
3	Chapter 3: Keys to Collaboration Complete Activities 7.3a, 7.4a, & 7.5a from Module 7 in class	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> </ul>
4	Chapter 4:Getting Started Complete Activities 7.6a, 7.7a,& 7.8a from Module 7	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Module 7 work</li> </ul>
5	Chapter 5: Curriculum Modifications <b>Test 1 (Chapters 1-4)</b> Complete 7.9a from Module 7 in class	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Prepare for test 1</li> </ul>
6	Chapter 6: Embedded Learning Opportunities Complete Activities 7.10a & 7.11a on Module 7	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Module 7 work</li> </ul>
7	Chapter 7: Child-Focused Instructional Strategies Complete 7.12a from Module 7 in class	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> </ul>
8	Chapter 8: Becoming More Independent Complete Activities 7.13a, 7.14a, & 7.15a from Module 7	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Module 7 work</li> </ul>
9	<b>Expert Presentation Due</b> <b>Test 2 Chapters (5-8)</b>	<ul style="list-style-type: none"> <li>• Complete Expert Presentation</li> <li>• Prepare for test 2</li> </ul>
10	Chapter 9: Acquiring & Using Knowledge Including Language & Early Literacy Complete Activity 7.16a from Module 7	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Module 7 work</li> </ul>
11	Chapter 10: Friendships & Social Relationships Complete Activity 7.17a & 7.18a from Module 7 in class <b>Teaching Strategies Plan due today</b>	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Complete T S Plan</li> </ul>
12	Chapter 11: Developmentally Appropriate Classroom Behavior	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> </ul>
13	Chapter 12: Concluding Thoughts Catch up Day!	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> </ul>
14	Review for Final	<ul style="list-style-type: none"> <li>• Prepare for final</li> </ul>
	<b>Final Exam</b>	
	<b>Celebration of Learning Friday _____ AC 143, 6-7:30pm</b>	

**PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Instructor: \_\_\_\_\_

**ECD 260– Methods of Teaching Special Needs Students  
Teaching Strategies Plan Rubric - Possible Points: 200**

**Directions:** Each student will be required to develop a plan including curriculum modifications, embedded learning opportunities, and child-focused instructional strategies. Use forms in Appendix A or on course textbook CD-ROM. This Teaching Strategies Plan will count as 20% of the total grade for this course.

<b>Criteria</b>	<b>Excellent Compliance</b>	<b>Minimal Compliance</b>	<b>Non-compliance</b>	<b>Self</b>	<b>Points</b>
<b>Checklist of Important Elements for Supporting Early Literacy</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Child Activity Matrix</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Child Assessment Worksheet</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Classroom Action Worksheet</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Classroom Activity Matrix</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>ELO- at- a- Glance</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Evaluation Worksheet</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Instruction-at-a- Glance</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Planning Worksheet: Section 1</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Planning Worksheet: Section 2</b>	Students completes entire document using comprehensive reflective thinking (10)	Student completes part of the document using comprehensive reflective thinking (7-3)	Document not completed (0)		
<b>Total points:</b>					

A=186-200; B=170-185; C=150-169; D=140-149; F=Below 140



ECD 260: Expert Presentation (Page 1 of 2)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Purpose/Goal: The student will prepare an expert presentation on a special education topic.

Topic:

**Total Score: \_\_\_\_\_ of 200 points**

**Oral Presentation (100 pts)**

<i>Criteria</i>	<b>Excellent Compliance</b>	<b>Average Compliance</b>	<b>Minimal compliance</b>	<b>Non-compliance</b>	<b>Self</b>	<b>Score</b>
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and mispronounces no words. (10)	Speaks clearly and distinctly all the time, but mispronounces one word. (7)	Speaks clearly and distinctly most of the time. Mispronounces no more than three words. (5)	Often mumbles or cannot be understood OR mispronounces more than three words. (0)		
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. (10)	Stands up straight and establishes eye contact with everyone in the room during the presentation. (8)	Sometimes stands up straight and establishes eye contact. (5)	Slouches and/or does not look at people during the presentation. (0)		
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation. (10)	Volume is loud enough to be heard by all audience members most of the time. (8)	Volume is loud enough to be heard by all audience members some of the time. (5)	Volume often too soft to be heard by all audience members. (0)		
<b>Content</b>	Shows a full understanding of the topic. (30)	Shows a good understanding of the topic. (25)	Shows a good understanding of parts of the topic. (15)	Does not seem to understand the topic very well. (0)		
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. (15)	Student seems pretty prepared but might have needed a couple more rehearsals. (10)	The student is somewhat prepared, but it is clear that rehearsal was lacking. (5)	Student does not seem at all prepared to present. (0)		
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the curriculum. (15)	Student is able to accurately answer most questions posed by classmates about the curriculum. (10)	Student is able to accurately answer a few questions posed by classmates about the curriculum. (5)	Student is unable to accurately answer questions posed by classmates about the curriculum. (0)		
<b>Visual</b>	Visual fits in well with presentation and looks professional (10)	Visual fits in well with presentation but does not look professional (7)	Visual does not fit with presentation (5)	No visual (0)		
<b>Comments:</b>						
<b>Subtotal</b>						

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Purpose/Goal: The student will prepare an expert presentation on a special education topic.

Topic: \_\_\_\_\_

**Handout (50 pts)**

Criteria	Excellent Compliance	Average Compliance	Minimal compliance	Non-compliance	Self	Score
<b>Topic</b>	Handout relates to the topic and is tied into presentation. (10)	Handout relates to the topic but is not tied into the presentation (8)	Handout somewhat relates to the topic but is not tied into the presentation (5)	Handout does not relate to the topic and does not tie into the presentation (0)		
<b>Content</b>	Shows a full understanding of the topic. (20)	Shows a good understanding of the topic. (15)	Shows a good understanding of parts of the topic. (8)	Does not seem to understand the topic very well.(0)		
<b>Professionalism</b>	Handout is typed. No grammatical and/or spelling errors. No incomplete sentences (10)	Handout is typed. 0-4 grammatical and/or spelling errors. (8)	Handout is not typed. 5-8 grammatical and/or spelling errors. (5)	Handout is not typed. More than 8 grammatical and/or spelling errors. (0)		
<b>Resources</b>	Handout includes 3 or more resources to learn more about the topic. (10)	Handout includes 2 resources to learn more about the topic. (7)	Handout includes 1 resource to learn more about the topic. (4)	Handout does not include any resources. (0)		
<b>Comments:</b>					<b>Subtotal</b>	

**Demonstration activity (50 pts)**

Criteria	Excellent Compliance	Average Compliance	Minimal compliance	Non-compliance	Self	Score
<b>Topic</b>	Activity relates to the topic and is tied into presentation. (20)	Activity relates to the topic but is not tied into the presentation (15)	Activity somewhat relates to the topic but is not tied into the presentation (8)	Activity does not relate to the topic and does not tie into the presentation (0)		
<b>Content</b>	Shows a full understanding of the topic. (20)	Shows a good understanding of the topic. (15)	Shows a good understanding of parts of the topic. (8)	Does not seem to understand the topic very well. (0)		
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. (10)	Student seems pretty prepared but might have needed a couple more rehearsals. (7)	The student is somewhat prepared, but it is clear that rehearsal was lacking. (4)	Student does not seem at all prepared. (0)		
<b>Comments:</b>					<b>Subtotal</b>	

## ECD 260 – Methods of Teaching Special Needs Students

Assessment Record for \_\_\_\_\_

Assignments and Total Points	Tests	Teaching Strategies Plan	Expert Presentation	Module 7
<u>Chapter 1</u>				
<u>Chapter 2</u>				
<u>Chapter 3</u>				
<u>Chapter 4</u>	100			
<u>Chapter 5</u>				
<u>Chapter 6</u>				
<u>Chapter 7</u>				
<u>Chapter 8</u>	100			
<u>Chapter 9</u>			200	
<u>Chapter 10</u>		200		
<u>Chapter 11</u>				
<u>Chapter 12</u>	100			
<b>Totals</b>	300/	200/	200/	300/

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

**ECD 260- Methods of Teaching Special Needs Students  
Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Child Care Program:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Emergency Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

What I hope to learn from this class:

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What the instructor needs to know to help me be successful in this class:

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I, \_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that *I must obtain a cumulative grade of at least "C" to successfully complete the course.*

In addition, **I understand the attendance requirements set forth by Midlands Technical College.**

**I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.**

STUDENT: \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ Date: \_\_\_\_\_