



Using Technology to Foster Independence in the Special Education Student

EDUO 9415 2 Semester Credits/Units

Instructor – Amy Rowan

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Public Syllabus

Note: This is a Public syllabus of the course. For more course and assignment information, please email the instructor.

[Course Showcase Preview](#)

Course Overview:

Learn technology-based strategies to foster independence in the special education student. Discover how to easily implement an abundance of free technology resources that will help meet the challenge of accommodating, engaging and targeting the individual needs of students with learning disabilities. Frontload your lessons using technology as a key support resource to Entice, Empower and Engage learners to be more independent learners. Build a library of current and proven technology resources that can be easily implemented in your classroom.

You will be provided with TONS of free technology resources that are easy to implement in your classroom.

Course Objectives: This course will give student opportunity to:

- Utilize free technology resources and strategies to engage learners of all ability levels
- Develop a checklist of currently used teaching strategies to accommodate learning for students with disabilities
- Define the learning barriers of dyslexia, dysgraphia, and ADHD
- Understand and meet the needs of the special education student in a regular education classroom
- Create accessible lessons for all students and be able to differentiate accommodations vs modifications

Course Relation to CCS or other Professional Standards

This course aligns with the following professional teaching standards <http://www.cde.ca.gov/pd/ps/index.asp>

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing learning Experiences for all Students

ISTE Student Standards

- 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE Teacher Standards

- 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands on makerspaces or in the field.
- 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

How to Submit Coursework

Assignments will be shared with the instructor via Google Drive. You will need a Google account to submit shared assignments. Share your assignment and give editing rights to arowan@dominicancaonline.com. The instructor will provide feedback on all completed assignments. Final course grades will be based on the [course assessment rubric](#). All Drive reports and reflection formatting must be 1" margins, single spaced, 12-point easy to read font.

****NOTE**** If you are unable to submit assignments using Google Drive, please contact the instructor for options such as emailing assignments.

Resources necessary to completed assignments are located in slides referenced or following each assignment.

Course Assignments: Access the full Syllabus in Google Slides via the this link:
<http://bit.ly/EDUO9415>

[Assignment 1](#): Make your current lessons more accessible for students who have learning disabilities.

[Assignment 2](#): Gain knowledge about students who have dyslexia, dysgraphia, and ADHD.

[Assignment 3](#): Understand what it feels like to complete a typical classroom activity while struggling with a learning disability.

[Assignment 4](#): Provide students with CHOICE in how they present comprehension of assigned material and allow students to select books appropriate for their independent reading level.

[Assignment 5](#): Evaluate the methods in which you deliver your lessons to your students.

[Assignment 6](#): Provide accommodations and modifications to students who require them.

[Assignment 7](#): Find add-ons and extensions that can empower students to become more independent in the classroom.

[Assignment 8](#): Take a Level 1 lesson plan and turn it into a Level 3 lesson plan.

[Assignment 9](#): Modify assignments to lower Lexile levels as needed to assist students with learning disabilities.

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

Resources necessary to completed assignments are located in slides referenced or following each assignment.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>