



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester: Fall 2009

Course: SPED 470 - Student Teaching in Exceptional Education (6 sh)

[*Modified to constitute initial Student Teaching in SPED for 6 sh;

SPED 470 is normally a 3-6 semester hour variable credit course]

Time Class Meets: TBA (Field Experience)

Room/Bldg.: TBA

Instructor: Ms. Mia Cavalier Smith

Office Location: 241 Butler Phone:

E-mail mdcavalier@uncfsu.edu

Hours: TBA, by appointment

2. FSU POLICY ON ELECTRONIC MAIL

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This is a supervised basic field experience course requiring a concentrated significant teaching experience in an exceptional children's educational setting with one or more types of Specialty Area students. The purpose of the experience is to acquire practical experience in developing the skills needed to become effective educators of exceptional children. The experience normally requires a 10-week, six semester hour, full-time commitment (350 clock hours) in addition to seminars with the instructor.

[*Notes: Students taking SPED 470 (6 sh) for a concentration in SPED seeking initial licensure in ELEM or MIDDLE GRADES Education may complete a 300 contact hour experience and should request a modified course syllabus from the instructor.

Lateral entry teachers taking SPED 470 to complete initial licensure in SPED: GC may earn 3 semester hours of credit for 150 contact hours as per revisioning requirements]

4. DISABLED STUDENTS' SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. TEXTBOOK

Rosenberg, M. S. et al., (2005) *Student teacher to master teacher*. New Saddle River, NJ: Prentice Hall.

Additional readings as assigned.

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3)

knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. STANDARDS

PROFESSIONAL CORE STANDARDS

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Field Placement Activities Seminars
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Placement Activities Portfolio Activities
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Field Placement Activities Portfolio Activities
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	Field Placement Activities Portfolio Activities
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Placement Activities Portfolio Activities Seminars

SPECIAL EDUCATION GENERAL CURRICULUM STANDARDS

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and

mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers

<ul style="list-style-type: none"> • Model evidence based variations of co-teaching
<ul style="list-style-type: none"> • Collaborate and consult with interpreters, transliterators and other related / adult service providers.
<ul style="list-style-type: none"> • Maintain confidentiality
<ul style="list-style-type: none"> • Provide effective paraeducator supervision

8. GENERAL REQUIREMENTS—Modified for Student Teaching Candidates

General Instructions:

Students should review the information in the *School of Education Teacher Candidate Handbook* and any accompanying documents and web site (<http://www.uncfsu.edu/ote/>) provided by the Office of Teacher Education, including the Student Teaching Schedule for the semester of the experience.

Review the requirements for SPED 470 Student Teaching in Special Education (traditional student teaching section) as provided through the course syllabus, instructor and web enhanced Blackboard site (SPED Field Experiences site for semester).

Student teachers should report to their assigned schools according to the Student Teaching Schedule published by the Office of Teacher Education, with any adjustments according to the specific program (e.g., 10 weeks minimum for SPED with possible additional weeks in different setting to allow for variety of age level experience, etc.)

Submit Student Intern Personal Teaching Schedule form providing an outline of dates of Required progressive teaching responsibility schedule) within two weeks of beginning full time student teaching (copies to site supervisor, University instructor, and Office of Teacher Education—form available at <http://www.uncfsu.edu/ote/forms.htm>). See also and complete the Teacher Candidate Orientation Log (also available in the *School of Education Teacher Candidate Handbook* –see Tab 4/Artifact #4 below).

For each of the Required Components/Activity areas below (and including the subheadings), candidates will develop/design one or more SPED Field Experience Portfolio artifact entries to demonstrate and verify that they have both completed each activity and fulfilled the objectives of the course.

Candidates will provide an organized written presentation of each entry for the activities below, and attach any products/artifacts resulting from the activity (e.g., IEP's, etc.) as verification of completion.

Portfolio products must be provided to the instructor via email or flash drive by the due dates in the course Timeline. The instructor will provide feedback to the candidates so that corrections can be made prior to product completion.

The completed Portfolio should be submitted on a flash drive (preferred) or CD by the date in the course Timeline. Final feedback will be provided before candidates place the

Portfolio on Taskstream for final evaluation according to the due date in the Timeline. Candidates must also keep a copy of all products/documents on their own computer as a backup.

Required Components/Activities:

○ Tab 1: Demographic Information

- Introduction to and purpose of the Portfolio (Describe, in a brief and well-written summary, your field experience setting/student population/general schedule, etc. 1-2 pages)
- Resume
- Transcript(s) (copies)
- Philosophy Statement (“Why I believe education of students with disabilities is a critical part of education in the 21st century”: 2-3 pages with at least 3 sources to support your opinions)
- Two letters of recommendation
- Evidence of Membership(s) in Professional Organization(s)
- Test Profile Sheets (Praxis I, SAT, ACT, Praxis II, as applicable)

○ Tab 2: Teachers Demonstrate Leadership

- Reflective essay that connects artifacts to conceptual framework theme and DPI professional standards (1 page)
- Artifacts # 1 – 5: Demonstrate knowledge of the Special Education process by completing and reporting* on the following activities (2-4 pages with supporting documents per artifact):

#1. Referral – Investigate the Special Education Referral process

- Review the referral process in the site school with the site supervisor
- Participate in at least one Teacher Assistance Team (TAT) or referral-related professional meeting.

#2. Identification - Investigate the Special Education identification process.

- Review the assessment process for at least one student at the site school.
- Review the assessments used in the identification process.

#3. Placement –Investigate the Special Education placement process.

- Observe at least one IEP meeting involving placement.
- Observe at least one parent conference related to placement.

#4. Programming – Investigate the IEP program development/implementation process.

- Observe the administration of criterion referenced, curriculum based or informal tests and their interpretation for planning purposes.
- Review/analyze at least two IEP's

#5. Program Monitoring - Investigate the program monitoring process.

- Participate in data interpretation of data collected during teaching process.
- Participate in making program modifications based on data collected.

○ **Tab 3: Teachers Establish a Respectful Environment for a Diverse population of Students**

- Reflective essay that connects artifacts to framework theme and DPI standards (1 page)
- Artifacts # 1-2: Help maintain a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families (1-3 pages with supporting documents per artifact):

#1. Investigate the specific techniques used in your placement setting for establishing and maintaining a respectful, nurturing environment for your diverse population of students and collaborative interaction with their parents/families

#2. Attend at least one parent conference and report on the proceedings and outcomes (no real names)

○ **Tab 4: Teachers Know the Content they Teach**

- Reflective essay that connects artifacts to framework theme and DPI standards (1 page)
- Artifacts # 1-4: Demonstrate knowledge of your teaching content (including how it is cohesive and interconnects with the NC Standard Course of Study) and how to make content relevant to students (2-5 pages with supporting documents per artifact):

#1. Develop or assist in development of at least one IEP (using current NC IEP Form –content section)

#2. Develop 1 unit plan with at least 5 lesson plans for academic/social-emotional/behavioral areas such as: Reading, Spelling, Writing, Language Arts, Study skills, Content Areas, Career-

Vocational Education, Affective Education, Behavior Skills, etc. Include at least one activity for developing thinking/problem-solving skills—also known as learning strategies or learning how to learn skills in the lesson plans. (See Unit Plan Format at link on at Blackboard course site; see Lesson Plan format at Blackboard course site; see Internet sites at Blackboard course site for information about learning strategies or thinking/problem solving skills). Provide unit plan.

#3. Implement at least five lesson plans (above) to a large or small group. Assess student performance (see Tab 5 below) and report* in writing on the implementation process, assessment outcomes and your teaching performance. Provide lesson plans in detail. Complete Lesson Plan Reflection (self-assessment) for at least 5 lessons taught and provide copies as part of Tab 4, Artifact #3 (Form located in SPED 600 Blackboard folder.)

#4. Participate in and report on any additional teaching-learning activities as assigned by your site supervisor and as appear on the Teacher Candidate Orientation Log. Submit Log with materials for Tab 4, Artifact #4.

| ○ **Tab 5: Teachers Facilitate Learning for Their Students**

- Reflective essay that connects artifacts to framework theme and DPI standards (1 page)
- Artifacts # 1-3: Demonstrate ways to facilitate learning for your students (including knowledge of your students' characteristics, use of assessments and data outcomes to drive instruction, use of appropriate teaching and communication methods, integration of technology, development of thinking/problem solving skills, and use of student teams) (2-4 pages with supporting documents per artifact):

#1. Develop/select, use and interpret* a curriculum based or other informal assessment and data collection system to accompany lesson plans and implementation specified above

#2. Collect, display and report on how your field placement activities affected a particular student or group of students (show charts, graphs, etc. using no personally identifiable information)

#3. Plan and implement at least one technique for developing thinking/problem-solving skills in your setting (learning strategies, etc.) and report on the implementation

#4. Report on the use of technology integrated into the curriculum in your placement; comment on effectiveness

#5. Report on use of student teams (grouping) in your placement; comment on effectiveness

○ **Tab 6: Teachers Reflect on Their Practice**

- Reflective essay that connects artifacts to conceptual framework theme and DPI professional standards (1 page)
- Artifacts # 1-2: Reflect on your field experience (through analysis of student learning, professional development and use of research based best practices) (1-3 pages with supporting documents per artifact 1-3; limit 5 pages for artifact #4):

#1. Read the Rosenberg & Rosenberg text (all chapters). Pick out your favorite 3 chapters and provide a summary of the contents of them and reflect on how the information may help you in your future teaching situation

#2. Review the information on Best Practices online through the Blackboard course site. Reflect on how specific knowledge of Best Practices (research validated teaching practices) has and will continue to impact your teaching

○ **Tab 7: Appendix**

- Awards or Special Recognitions
- Other carefully selected/approved Artifacts of Competence

9. EVALUATIONS

Candidate performance will be evaluated on both a formative and summative basis by the site supervisor (coordinating teacher), the University supervisor and the candidate him/herself. Evaluations will take the following forms:

Site Based Performance – 50 % of Grade (500 points)

- Spoken and written feedback from the supervisors on an on-going basis (via formative Observation of Candidate Performance form & University Supervisor Visitation form available in *School of Education Teacher Candidate Handbook* and/or Teacher Education web site (<http://www.uncfsu.edu/ote/>)).
- Self-evaluations/progress reports submitted weekly by candidate to University supervisor (Form available at Blackboard SPED Field Experience course site)
- Final evaluation via the Exit Criteria form (available at <http://www.uncfsu.edu/ote/forms2005/Exit%20Criteria-Student%20Teaching.pdf>) by the University supervisor and site supervisor (cooperating teacher). In addition a Form S (available from the Office of

Teacher Education) will be signed off by the Superintendent/designee (principal).

- A new Certification of Teaching Capacity form will also be field tested during the semester. This form is available from the Office of Teacher Education and on the Blackboard site for SPED 470.

Portfolio Performance—50 % of Grade (500 points)

- Portfolio Development/Presentation/Posting (Taskstream)
(See Portfolio Performance Scoring Rubric in Course folder in Blackboard)

TOTAL 1000 points

A = Rating of Accomplished on Site Based Performance & Rating of Accomplished on Portfolio Performance (800-1000 points)

B = Rating of Proficient on Site Based Performance & Rating of Proficient on Portfolio Performance (600-800 points)

- Ratings of Developing, Emergent or Not Evident on Site Based Performance Require the Experience to be Repeated.

NOTES

- When asked to *report, reflect, or interpret (above) for the portfolio experience, the field experience student will write a brief, well written narrative of each activity (not to exceed the number of pages allowed for each). In addition, supporting products or artifacts should be presented with appropriate labeling.
- No Incompletes will be given except for verifiable emergencies.
- See **SPED 470 Best Practices Portfolio Organization/ Submission** folder in course Blackboard course site folder for how to organize and submit Portfolio in Blackboard.

10. COURSE OUTLINE (with Assignment Schedule)

Field Placement- Begin/end according according to the Student Teaching Schedule published by the Office of Teacher Education, with any adjustments according to the specific program (e.g., 10 weeks minimum for SPED with possible additional weeks in different setting to allow for variety of age level experience, etc.)

Monthly Seminars-Attend monthly seminars with University instructor as scheduled (see SPED 470 Timeline in SPED 470 [Student Teaching] folder at SPED Field Experience Blackboard site)

Portfolio Completion-

The final Portfolio (after feedback/revisions) is to be submitted/presented in Taskstream by the last regular day of classes for the semester or as

scheduled by the instructor according to the SPED 470 (Student Teaching) Timeline in the Blackboard course folder.

11. TEACHING STRATEGIES

This field experience course will involve: completion of a supervised field experience, readings of text and other assigned materials, on campus seminars for student-instructor interaction, completion and presentation of a student portfolio.

12. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Texts

Bitter, G., & Pierson, M. (2002). *Using technology in the classroom*. Boston: Allyn and Bacon.

Bos, C.S., & Vaughn, S. (2005). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn and Bacon.

Bursuck, W., & Friend, M. (2004). *Including students with special needs*. Boston: Allyn and Bacon.

Newby, T.J. et al. (2005). *Instructional technology for teaching and learning*. Upper Saddle River, NJ: Merrill.

Orlich, D.C. et al.(2001). *Teaching strategies to guide better instruction*. Boston: Houghton Mifflin.

Polloway, E.A.,Patton, J.R., & Serna, L.(2004). *Strategies for teaching learners with special needs*. New York: Merrill.

Salend, S. (2005). *Creating inclusive classrooms*. Upper Saddle River, NJ: Allyn and Bacon.

Wood, J.W., (2002). *Adapting instruction to accommodate students in inclusive settings*. Upper Saddle River, NJ: Merrill.

Professional Journals

TEACHING Exceptional Children: CEC
Intervention in School and Clinic: PRO-ED

Students are expected to make efficient use of professional publications in the field of their particular licensure, such as:

Journal of Learning Disabilities
Journal of Special Education
Learning Disabilities Quarterly
Academic Therapy
Exceptional Children
American Journal of Mental Deficiency
Behavioral Disorders

Online Resources on Research Validated Teaching Methods

Access to the General Curriculum for Students with Disabilities: A Brief Legal Interpretation (Karger, J. & Hitchcock, C.) Click here to read: <http://http://www.cast.org/ncac/index.cfm?i=4672>

Three Steps for Gaining Access to the General Education Curriculum for Learners with Disabilities (Margaret E. King-Sears) Click here to read:
<http://www.powerof2.org/cgiwrap/powerof2/feature/index.php?id=166>

Accessing the General Curriculum: Including Students with Disabilities in Standards- Based Reform (McLaughlin, M.J., & Nolet, V.) Click here to read:
http://http://www.ncset.org/teleconferences/transcripts/2001_11.asp

Accessing the General Curriculum (ppt) Click here to read:
<http://http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>
<http://technoranger.allconet.org/curriculumstuff/WhyAdaptCurriculum.ppt>
Bright Futures for Exceptional Learners: Action Agenda to Achieve Quality Conditions for Teaching and Learning (CEC) Click here to read: http://http://www.cec.sped.org/spotlight/cond/bf_findings.html

Effective Practices: An Integration of Meta Analyses
<http://curry.edschool.virginia.edu/sped/projects/ose/information/mega/>

Accessing the General Curriculum: Instructional Strategies on the Internet (Western Regional Resource Center) <http://interact.uoregon.edu/wrrc/InstStrat.htm> [This site provides you with links "to a number of Web sites that provide useful information about instructional strategies for accessing the general curriculum." A particularly useful link is listed below:

Strategies to Improve Access to the General Education Curriculum, Access Tool: Research -Supported Strategies Chart (The Access Center)
<http://www.k8accesscenter.org/pdf/normal4.pdf> see esp.
<http://www.k8accesscenter.org/documents/RESEARCHSUPPORTEDSTRATEGIESCHART.pdf>

Current Practice Alerts, Teaching LD
http://www.teachingld.org/ld_resources/alerts/

Instructional Strategies List
http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Organization

Jackson, R., Harper, K., & Jackson, J. Effective Teaching Practices and the Barriers Affecting their Use in Accessing the Curriculum: A Review of Recent Literature
<http://www.cast.org/ncac/reports/tpractice1.pdf>

Special Education Effective Practices: Links to Other Effective Practice Sites (VESID)
<http://www.vesid.nysed.gov/specialed/effective/effecdetail.html#lin>

Improving Education: The Promise of Inclusive Schooling (National Institute for Urban School Improvement)
<http://www.inclusiveschools.org/Inclbook.htm>

Special Education Inclusion (On WEAC)
<http://www.weac.org/resource/june96/speded.htm>

Intervention Techniques (Office of Special Education, UVA)
<http://curry.edschool.virginia.edu/sped/projects/ose/information/interventions.html>

Ideas that Work (ERIC)
<http://ericec.org/osep-sp.html>

New Horizons for Learning
<http://www.newhorizons.org/>

David H. Allsopp, D.H., Ingram, R., & Kyger, M. Instructional Strategies List, Math VIDS (Video Instructional Development Source, JMU) http://coe.jmu.edu/mathvidsr/inst_strat/lists.htm#Conceptual
(Has instructional sheets and links to video clips of best practices)

28 Takes on 21st Century Literacy Instruction
http://learnweb.harvard.edu/2821/w2000_2.cfm

Anderson, Ed. Education that Works: The Child is Always Right (6 part article)
<http://www.behavior.org/> (Then search for Ed Anderson)

Useful Links on Teaching
<http://www3.niu.edu/facdev/teaching/teachlinks.htm#Disabilities>

EdGate Special Education and Gifted Center
http://www.edgateteam.net/sped_gifted/indexsped.htm

Blackie, G.B. Classroom Climate.
http://www.qsi.org/YEM/Pages/Sch_Publications/Staff_articles/Classroom_climate/Classroom_climate.htm

Garnett, K. Thinking about Inclusion and Learning Disabilities: A Teacher's Guide (DLD)
http://www.ldonline.org/ld_indepth/teaching_techniques/dld_ecologies.html

Educational Planning
<http://members.aol.com/BevKPrice/HTML/web10.html>

Creating a Climate for Learning: Effective Classroom Management Techniques
http://www.education-world.com/a_curr/curr155.shtml