

# Advanced Instructional Strategies for Special Educators™ \*

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Current special education professionals in this course explore advanced approaches to designing, adapting, and differentiating instruction for students with special needs. They learn to use the research-based “acquisition to generalization” framework to help students acquire new learning strategies that they can apply to other curriculum areas. Educators also expand their understanding of differentiation, culturally responsive teaching, and other instructional approaches. Through the direct application of concepts learned in the course, educators develop and implement a support plan for a student.

*This course is designed for special education teachers in grades K–12.*

\*This course requires interaction with students with special needs in order to complete some assignments.

## COURSE TOPICS

- Effective instructional principles and procedures
- Acquisition to generalization framework
- Assessment
- Selecting learning strategies
- Assistive technology
- Culturally responsive differentiated instruction project

## COURSE OUTCOMES

By the end of the course, educators will:

- Demonstrate a thorough understanding of research-based instructional strategies.
- Evaluate and select assessment techniques to implement with a case-study student and analyze the information gained about the student’s needs.
- Plan and implement the acquisition to generalization framework with a case-study student, using evidence-based practices.
- Apply the acquisition to generalization framework to enhance instructional practices.
- Evaluate the impact of the acquisition to generalization framework on student learning.
- Analyze the use of technology tools to meet student needs.
- Evaluate and apply strategies for collaboration with general education teachers and families.
- Plan and implement a lesson that addresses the initial steps of the acquisition to generalization framework: buy-in, alternative strategy, rationale, modeling, verbal rehearsal, controlled practice, and feedback.
- Describe their current use of generalization strategies.
- Analyze a demonstration lesson using the acquisition to generalization framework for evidence of generalization, transfer, and maintenance.
- Plan and implement a lesson that addresses the final steps of the acquisition to generalization framework: advanced practice, generalization, transfer, and maintenance.
- Collaborate with a student’s general education teacher(s) and parents/family to analyze his or her progress.
- Discuss the opportunities and challenges of using technology to meet student needs and ways they can incorporate technology tools into the steps of the acquisition to generalization process.
- Discuss their thoughts about the future of special education instruction.
- Reflect on and analyze the case study they conducted with a student.

### METHODS OF ASSESSMENT

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This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

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Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

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Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
  - *Advanced Instructional Strategies for Special Educators*
- The DVD:
  - Laureate Education, Inc. (Executive Producer). (2011). *Advanced instructional strategies for special educators*. Baltimore: Executive Producer.
- The course textbook(s):
  - National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press
- The other required readings

#### ONLINE FORMAT

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Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
  - *Advanced Instructional Strategies for Special Educators*
- Access to the video programs in the online classroom as well as a backup DVD:
  - Laureate Education, Inc. (Executive Producer). (2011). *Advanced instructional strategies for special educators*. Baltimore: Executive Producer.
- The course textbook(s):
  - National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press
- Access to the other required readings

### SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at [www.mozilla.org](http://www.mozilla.org).

#### Trademark Information

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

## EDUCATION EXPERTS

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### Donald D. Deshler, Ph.D.

Dr. Donald Deshler is a professor in the Department of Special Education and director of the Center for Research on Learning at the University of Kansas. Dr. Deshler is the recipient of the Council for Exceptional Children's J. E. Wallace Wallin Special Education Distinguished Service Award and the Learning Disabilities Association of America's Distinguished Service Award. He is co-author of *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms* and *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*.

### Carol Ann Tomlinson, Ed.D.

Dr. Carol Ann Tomlinson is the William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education and co-director of the university's Institutes on Academic Diversity. Her special interests have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom. Dr. Tomlinson is a prominent expert on the concept of differentiation and provides professional development throughout the United States and abroad. She is the author of more than 100 articles, books, book chapters, and other professional development materials, including the textbook *How to Differentiate Instruction in Mixed-Ability Classrooms*.

### Catherine Compton-Lilly, Ed.D.

Dr. Catherine Compton-Lilly is an assistant professor of curriculum and instruction at the University of Wisconsin–Madison. She is the author of *Reading Families: The Literate Lives of Urban Children; Confronting Racism, Poverty, and Power; and Re-reading Families: The Literate Lives of Urban Children, Four Years Later* and editor of *Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom*. Dr. Compton-Lilly has written articles in *Reading Research Quarterly*, *The Reading Teacher*, *Journal of Early Childhood Literacy*, and *Language Arts*, among other journals. She was awarded the 2009 Dina Feitelson Research Award from the International Reading Association.

### Alfred Tatum, Ph.D.

Dr. Alfred Tatum is an associate professor at the University of Illinois at Chicago. His current research focuses on the literacy development of African-American adolescent males. He also provides teacher professional development to urban middle and high schools. In addition to his book NCTE James N. Britton Award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, he has published in journals such as *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *Educational Leadership*, *Journal of College Reading and Learning*, and *Principal Leadership*.

**This course also features John Ross, Ph.D., and Vicki Davis.**



**ABOUT CANTER**

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

**FOR MORE INFORMATION**

For more information about Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

**ABOUT OUR PARTNERSHIP**

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Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.\* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.† Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

**Walden University**

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). Canter and Walden University are both subsidiaries of Laureate Education, Inc.

\*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or [prof.educ@k12.wa.us](mailto:prof.educ@k12.wa.us) to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

†It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.