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| Course Name and Number: SPED3008 Curriculum Planning & Instructional Strategies: Mild to Moderate | |
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| Description: This course provides foundational understanding of curriculum development and instructional planning for individuals with mild to moderate disabilities. Course content covers service delivery, service delivery roles of the special educators, Individual Education Plan (IEP) development, instructional planning and transition preparation and programming. Teacher candidates will develop knowledge and skills in supporting various learning environments, providing for transition, and IEP development.  Credit Hours: 3 semester hours  Required or elective: Required  Faculty members who teach the course: Maya Israel, Ph.D.  Prerequisites: Admission to the special education cohort or permission of instructor  Textbooks: Miller, S. P. (2009). *ValidatePractices for Teaching Students with Diverse Needs and Abilities* (2nd Ed). Boston, MA: Allyn & Bacon/ Pearson. Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs* (2nd Ed). Boston, MA: Allyn & Bacon/ Pearson. | |
| Other resource materials:  Select other readings (available through BlackBoard)  Selected Articles**:**  Access Center Handout: Strategies for Differentiating Instruction. [<http://iris.peabody.vanderbilt.edu/resource_infoBrief/k8accesscenter_org_training_resources_documents_Math_Differentiation_Brief_pdf.html>]  Acrey, C., Johnstone, C., & Milligan, C. (2005). Using universal design to unlock the potential for academic achievement of at-risk learners. *Teaching Exceptional Children, 38(2),* 22-31.  Cole, J. E., & Wasburn-Moses, L. H. (2010). Going beyond “The Math Wars”: A special educator’s guide to understanding and assisting with inquiry-based teaching in mathematics. *TEACHING Exceptional Children,* 42(4), 14-20.  Fulk, B. M., & King, K. (2001). Classwide peer tutoring at work. *TEACHING Exceptional Children,* 34(2), 49-53.  IRIS Center Info Brief: Learning strategies and mathematics  [<http://iris.peabody.vanderbilt.edu/resource_infoBrief/k8accesscenter_org_training_resources_documents_LearningStrategiesMath_pdf.html>].  IRIS Center Info Brief: Differentiated instruction for math [<http://iris.peabody.vanderbilt.edu/resource_infoBrief/k8accesscenter_org_training_resources_documents_Math_Differentiation_Brief_pdf.html>].  Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). [Writing better goals and short-term objectives or benchmarks](http://journals.sped.org/EC/Archive_Articles/VOL.34NO.1SEPTOCT2001_TEC_lignugaris.pdf). *Teaching Exceptional Children, 34(1),* 52-58.  Kamens, M. W. (2004). Learning to write IEPs: A personalized, reflective approach for preservice teachers. *Intervention in School and Clinic,* 40(2), 76-80.  Keyes, M. W., & Owens-Johnson, L. (2003). Developing person-centered IEPs. *Intervention in School and Clinic,* 38(3), 145-152. | |
| **Learning Outcome:**  **How is this outcome assessed?**  Final IEP assignment | |
| 1. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members (Career and vocational programs). Plan experiences that maximize participation and engagement   1. 2. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. Collaborate and consult with general educators to assess and adjust (CANT format column but assessed through reading quiz and discussion board)   3. Plan for and match instructional strategies to students’ academic, behavioral, and social needs.  Scaffolded instructional strategy assignment, IRIS Module | |
| 4.Teach instructional strategies from beginning through generalization to students with mild to moderate disabilities.  Scaffolded instructional strategy assignment, IRIS Module | |
| 5.Collaborate with general education teachers through instructional planning to provide supports to students with exceptionalities in general education contexts.  Reading quizzes | |
| 6.Accommodate and/or modify tasks to address individual student needs according to individualized education plans to facilitate student learning and engagement in the least restricted environment.  Final IEP assignment | |
| 7.Describe and use evidence-based instructional practices in content areas.  Scaffolded instructional strategy assignment, IRIS Module | |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.***  ***Theme:******Helping candidates come to terms with unintentional barriers and bias.***  ***Theme: Embedding methods courses in schools and better integrating methods courses with field experiences.***  ***Theme: Adding more and earlier field experiences.***  ***Theme: Implementation of research-based strategies.***  ***Theme: Academic language development***  ***Theme: Reflection.*** | |
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| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: *Candidates of the University of Cincinnati are* *committed, caring, competent educators*   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * able to use technology to support their practice. * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. | |
| **Alignment with Specialized Program Association:**  **Standard #1: Foundations**  CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  CC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.  CC1K6: Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.  CC1K10: Potential impact of differences in values, languages, and customs that can exist between the home and school.  **Standard #2: Development and Characteristics of Learners**  CC2K1: Typical and atypical human growth and development.  CC2K2: Educational implications of characteristics of various exceptionalities.  CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  CC2K5: Similarities and differences of individuals with and without exceptional learning needs.  CC2K6: Similarities and differences among individuals with exceptional learning needs.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  CC3K2: Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.  CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.  CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.  CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  EC3S1: Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.  **Standard #4: Instructional Strategies**  CC4S1 Use strategies to facilitate integration into various settings.  CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.  CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the  individual with exceptional learning needs.  C4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.  CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self reliance, and self-esteem.  CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.  EC4S1 Use instructional practices based on knowledge of the child, family, community, and the curriculum.  **Standard #6: Language**  CC6K1 Effects of cultural and linguistic differences on growth and development.  CC6K2 Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.  CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and  misunderstanding.  CC6K4 Augmentative and assistive communication strategies.  CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs.  **Standard #7: Instructional Planning**  CC7K1 Theories and research that form the basis of curriculum development and instructional practice.  CC7K2 Scope and sequences of general and special curricula.  CC7K3 National, state or provincial, and local curricula standards.  CC7K4 Technology for planning and managing the teaching and learning environment.  CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.  CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with  exceptional learning needs.  CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.  CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.  CC7S6 Sequence, implement, and evaluate individualized learning objectives.  CC7S7 Integrate affective, social, and life skills with academic curricula.  CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.  CCC7S10 Prepare lesson plans.  CC7S11 Prepare and organize materials to implement daily lesson plans.  CC7S12 Use instructional time effectively.  CC7S13 Make responsive adjustments to instruction based on continual observations.  CC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.  EC7S1 Implement, monitor, and evaluate individualized family service plans and individualized education programs.  EC7S2 Plan and implement developmentally and individually appropriate curriculum.  EC7S3 Design intervention strategies incorporating information from multiple disciplines.  EC7S4 Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.  C7S9 Incorporate and implement instructional and assistive technology into the educational program.  **Standard #8: Assessment**  CC8K1 Basic terminology used in assessment.  CC8K2 Legal provisions and ethical principles regarding assessment of individuals.  CC8S1 Gather relevant background information.  EC8S3 Participate as a team member to integrate assessment results in the development and  implementation of individualized family service plans and individualized education programs.  EC8S4 Assist families in identifying their concerns, resources, and priorities.  EC8S6 Evaluate services with families.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect one’s teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K3 Continuum of lifelong professional development.  CC9K4 Methods to remain current regarding research-validated practice.  EC9K1 Organizations and publications relevant to the field of early childhood special education.  CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.  CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.  CC9S3 Act ethically in advocating for appropriate services.  CC9S4 Conduct professional activities in compliance with applicable laws and policies.  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of  individuals with exceptional learning needs.  CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.  CC9S7 Practice within one’s skill limit and obtain assistance as needed.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S9 Conduct self-evaluation of instruction.  CC9S10 Access information on exceptionalities.  CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their  families, and one’s colleagues.  EC9S1 Recognize signs of child abuse and neglect in young children and follow reporting procedures.  EC9S2 Use family theories and principles to guide professional practice.  EC9S3 Respect family choices and goals.  **Standard #10: Collaboration**  CC10K1 Models and strategies of consultation and collaboration.  CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.  CC10K4 Culturally responsive factors that promote effective communication and collaboration with  individuals with exceptional learning needs, families, school personnel, and community members.  CC10S1 Maintain confidential communication about individuals with exceptional learning needs.  CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.  CC10S3 Foster respectful and beneficial relationships between families and professionals.  CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.  CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.  CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.  CC10S11 Observe, evaluate, and provide feedback to paraeducators.  EC10S1 Assist the family in planning for transitions.  EC10S2 Communicate effectively with families about curriculum and their child’s progress.  EC10S5 Establish and maintain positive collaborative relationships with families.  EC10S6 Provide consultation and instruction specific to services for children and families. | |
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| **Alignment with Ohio Standards for the Teaching Profession:**  **Standard #1: Students**  Teachers understand student learning and development, and respect the diversity of the students they teach.  1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.  1.3 Teachers expect that all students will achieve to their full potential.  1.4 Teachers model respect for students’ diverse cultures, language skills and experiences.  1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  **Standard #2: Content**  Teachers know and understand the content area for which they have instructional responsibility.   * 1. Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.   2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.  2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.  2.5 Teachers connect content to relevant life experiences and career opportunities.  **Standard #3: Assessment**  Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.  3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.  3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.  3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.  3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.  3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.  **Standard #4: Instruction**  Teachers plan and deliver effective instruction that advances the learning of each individual student.  4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.  4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  4.7 Teachers use resources effectively, including technology, to enhance student learning.  **Standard #5: Learning Environment**  Teachers create learning environments that promote high levels of learning and achievement for all students.  5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  5.2 Teachers create an environment that is physically and emotionally safe.  5.3 Teachers motivate students to work productively and assume responsibility for their own learning.  5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  5.5 Teachers maintain an environment that is conducive to learning for all students.  **Standard #6: Collaboration and Communication**  Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.  6.1 Teachers communicate clearly and effectively.  6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.  6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.  **Standard #7: Professional Responsibility and Growth**  Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.  7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.  7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.  7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | |
| **Alignment with State Requirements:**  **N/A** | |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
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| **Electronic Communication Policy**  Participants are responsible for checking Blackboard and email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor. When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible. | |
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| **Grading:**  Grades will be assigned in accordance with the University of Cincinnati grading system.  **Grading Scale:**   |  |  |  |  | | --- | --- | --- | --- | | 94-100%=A | 83-86.9%=B | 73-76.9%=C | 63-66.9%=D | | 90-93.9=A- | 80-82.9%=B- | 70-72.9%=C- | 60-62.9%=D- | | 87-89.9%=B+ | 77-79.9%=C+ | 67-69.9%=D+ | Below 60%=F |  Late Assignment Policy:Assignments should be submitted online through the Blackboard Assignments tab and are required to be submitted as instructed by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties: 1. 10% reduction of points for each day the assignment is late (including weekends).  2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.  3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.  Readings. Readings are assigned for each lecture/course meeting. It is essential that you keep up with the assigned readings. We will have weekly quizzes over assigned readings. Additionally, the final exam will have information from the assigned readings.  Lectures/Course Meetings. Lectures and activities related to each topic will be presented in class. Lectures and assigned readings will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams.  **Issues related to infusion of technology and electronic communication policy:**  Technology is integrated throughout the course content and assignments. Students are encouraged to seek outside assistance if they have difficulties in completing these integrated projects and assignments.   * Students will have access to course materials and professional website links through Blackboard. * Faculty will use PowerPoint to outline and illustrate course material. * Students may use Blackboard to turn in assignments.   **Issues related to diversity:**   * Students will learn how cultural diversity and ability differences are related to assessment. * Students will discuss legal and ethical issues related to diversity and assessment.   **Note:** If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).  **Person-First Language:**  In accordance with the APA Manual, students and professionals in the field are to use “person-first" verbal and written language. Within this style of language, the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "disabled people," or “a child with autism” rather than “an autistic child.” **Point deductions will be given for written student assignments that neglect to use person-first language.** | |
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| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
| 1 | Class introduction: Syllabus  Introduction to instructional strategies |
| 2 | Accessing the general education curriculum  The IEP Process (Part 1: Overview, Laws, and Reforms) |
| 3 | Teaching learning strategies through generalization  Reading and Written Expression Strategies |
| 4 | SMARTER planning: Planning for academic diversity in general education settings |
| 5 | Universal Design for Learning |
| 6 | The IEP Process: Annual Goals, short-term objectives, and benchmarks |
| 7 | The IEP Process: Present Levels of Performance |
| 8 | Math Strategies (Problem solving) |
| 9 | Classwide Peer Tutoring and other peer-mediated strategies |
| 10 | Accommodating and Modifying curriculum for students with disabilities |
| 11 | Mathematics strategies (Computation) |
| 12 | IEP: Monitoring progress, related services, & LRE |
| 13 | Transition planning |
| 14 |  |
| Exam Week | Final Project Sharing |

**Assignments:**

1. **Reading Quizzes (9 Quizzes @ 5 pts each=45 pts):** Each week, there will be a quiz over the required readings. The purpose of these quizzes is to assess your understanding of the assigned readings. Each week, you will be given a choice of answering one of two questions presented.
2. **IRIS Module completion (2 modules @ 20 pts each=40 pts).** You will be required to complete two instructional strategies-focused online modules developed by the IRIS Center (Peabody College at Vanderbilt University). Each IRIS module consists of video, audio, readings, and interactive activities about disability-related topics. Each module takes between 1-2 hours to complete, and you will be assessed on completion of the assessment questions within the modules.
   1. IRIS Module 1: Using learning strategies: Instruction to enhance student learning (<http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm>). Due April 12th
   2. IRIS Module 2: Providing instructional supports: Facilitating mastery of new skills (<http://iris.peabody.vanderbilt.edu/sca/chalcycle.htm>) Due May 10th
3. **Final IEP Assignment:** Select one case study and write an individualized educational program (IEP) for that child. More information on this assignment will be available under “Assignments” on Blackboard.
4. **Scaffolded Final Project: Instructional strategy planning and implementation (100 pts):** Students will teach one learning strategy through generalization and provide baseline, intervention, and generalization data. Your paper should describe the student information, strategy, method (including *materials* and *procedures*), and results (e.g., results of pre-post testing). **Scaffolded assignment sections are described below. The final project due on XXXX**.
   1. Student information: *DO NOT use any student names*. However, provide a brief description of the class, school, and students. If you are working with a student outside of a school context, describe their school context.
   2. The instructional strategy should be described in detail along with all materials!! Provide a rationale for using this strategy. You should cite at least TWO sources related to your strategy.
   3. Methods: After describing the strategy, provide a detailed description of the methodsthat occurred during YOUR application of the strategy.
   4. Results: Provide any pretest/posttest and other data collected as part of your strategy instruction (e.g., observation of student, student work samples, etc.)
   5. Reflection: Evaluate and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences.

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| **Final Project Section** | **Points** | **Due Date** |
| Student Info | 10 |  |
| Strategy | 15 |  |
| Methods | 15 |  |
| Results | 30 |  |
| Reflection | 30 |  |