

SPED 4340-Curriculum and Instruction in Special Education: 3 Credit Hours
Department of Educational Studies-Special Education Program
Western Michigan University

INSTRUCTOR

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REQUIRED TEXTBOOK/MATERIALS

Haager, D. & Klinger, J. K. (2005). Differentiating Instruction in Inclusive Classrooms: The Special Educator's Guide, Boston: Allyn & Bacon.

Whitten, E., Esteves, K. & Woodrow, A. (2009). RTI: Success. Free Spirit Press: Minneapolis.

Hall, S. L. (2006). I've DIBEL'd, Now What? Longmont: Sopris West.

Recommended textbooks for this course are

Improving Writing K-8 by Lenski/ Johns

Improving Reading by Johns/ Lenski

Additional resources available to help you get the most from your course:

- **Companion Website** - This website provides practice tests and other online resources. Visit <http://www.ablongman.com/haager1e>.
- **"e-tips for A grades" Website** - There's no condescending advice here - just stuff to help you succeed in tackling your academic, social, and professional challenges! Visit www.etipsforgrades.com

COURSE DESCRIPTION

This course focuses on application of curriculum and instruction to the education of students with mild and moderate disabilities. Emphasis is placed on curricular design, implementation and evaluation. Additional topics include: service delivery systems, roles of teachers and ancillary personnel, legal requirements, and major issues confronting the field of special education.

SPECIAL EDUCATION PROGRAM OUTCOMES

The Special Education Programs will prepare students to:

1. Work effectively with parents.
2. Use interdisciplinary communication skills associated with a teacher consultant role.
3. Provide quality educational services to students with disabilities in the state, region, and nation.
4. Implement curriculum and instruction in their educational placements serving students with disabilities.
5. Function as a resource for regular educators serving students with disabilities.
6. Serve as a resource for parents/guardians of students with disabilities.
7. Serve as advocates for students with disabilities in our society.
8. Function as professionals in the field of education.
9. Be critical consumers of current and emerging educational techniques and technologies.
10. To demonstrate knowledge regarding the issues and needs of traditionally underrepresented populations.

COMPETENCIES

The competencies for the course are taken from the CEC Common Core of *Knowledge* and *Skills*.

I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION.

Knowledge:

- K1 Models, theories, and philosophies that provide the basis for special education practice.
- K2 Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
- K3 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
- K4 Assurances and due process rights related to assessment, eligibility, and placement.
- K5 Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs.

Skills:

- S1 Articulate personal philosophy of special education including its relationship to/with regular education

II. CHARACTERISTICS OF LEARNERS

Knowledge:

- K1 Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.

K2 Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.

K7 Educational implications of characteristics of various exceptionalities.

III. ASSESSMENT, DIAGNOSIS, AND EVALUATION

Knowledge:

K7 Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.

K9 Methods for monitoring progress of individuals with exceptional learning needs

Skills:

S5 Interpret information from formal and informal assessment instruments and procedures.

IV. INSTRUCTIONAL CONTENT AND PRACTICE

Knowledge:

K1 Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.

K2 Demands of various learning environments such as individualized instruction in general education classes.

K3 Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs.

K4 Instructional and remedial methods, techniques, and curriculum materials.

K5 Techniques for modifying instructional methods and materials.

K6 Life skills instruction relevant to independent, community, and personal living and employment.

K7 Cultural perspective influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

Skills:

S1 Interpret and use assessment data for instructional planning.

S2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

S4 Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.

S5 Prepare appropriate lesson plans.

S7 Conduct and use task analysis.

- S8 Select, adapt, and use instructional strategies and materials according to characteristics of the learner.

V. PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT:

Knowledge:

- K2 Research-based best practices for effective management of teaching and learning.
- K3 Ways in which technology can assist with planning and managing the teaching and learning environment.

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS

Knowledge:

- K4 Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
- K6 Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

VII. COMMUNICATION AND COLLABORATION

Knowledge:

- K1 Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in culturally responsive programs.
- K3 Development of individual student programs working in collaboration with team members.
- K4 Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program
- K5 Ethical practices for confidential communication to others about individuals with exceptional learning needs.

VIII. PROFESSIONAL AND ETHICAL PRACTICES

Knowledge:

- K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.

Skills:

- S1 Demonstrate proficiency in oral and written communication.
- S8 Use copyrighted educational materials in an ethical manner.
- S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.

COURSE REQUIREMENTS/EVALUATION

Assignment: SPED 4340	Total Points
Class Participation and Activities	150 pts
2 Lesson Plans @ 75 points each (Reading and Math)	150 pts
Strategy Summaries (25 points each)	50 pts
3 Tests @ 40 points each	120 pts
Poster Presentation	50 pts
Final Report Presentation	50 pts
Total Points	570 pts

Assignments and papers submitted later than class time on the scheduled due date will be counted as late. Ten percent of the total grade will be deducted for each late day. Assignments must be accompanied by the appropriate criterion checklist or there will be an automatic ten point deduction.

No incomplete grades will be given without contracting with Dr. Whitten and it is subject to her discretion. Students are advised to retain all graded assignments returned to them.

Grades will be assigned based on the following scale:

COURSE GRADE CRITERIA

A = 93% to 100%

BA = 88% to 92%

B = 83% to 87%

CB = 78% to 82%

C =73% to 77%

DC=68% to 72%

D=63% to 67%

E=Below 63%

Course Requirements:

Class Attendance/Participation:

Attendance: You are expected to attend and be **actively engaged** in all class meetings all day long. Attendance on its own may not be enough to receive full credit. The instructor reserves the right to evaluate class participation for each student. Your responsibility is to read and be prepared to discuss critically the material assigned for each class period. You are expected to be able to demonstrate understanding of concepts and applications. Short quizzes/reflection activities on the readings may also be used at the professor's discretion to assist in giving attendance and participation points. The use of cell phone/texting during class is strictly prohibited. Cell phones must have ringers off.

Absences: A student may only be excused prior to a class. Absences may be excused for illness, a death in the family, or professional reasons. Documentation may be required. Having an absence excused does not mean you will receive the participation points, it only means the absence will not be considered unexcused. Two unexcused absences will result in an automatic letter grade deduction.

Coat of Arms: Students will complete a coat of arms to present in class.

Teaching Materials: Students will develop teaching materials that align with DiBELS and SPED 5340

submit two copies of the materials. One copy will be returned with a grade and the second copy will be placed in the special education lab for student use.

Lesson Plans: Students will develop lesson plans in the following subject areas: reading and math. Each lesson plan will identify the goal and objectives of the lesson and script for teaching. Adequate use of strategy instruction and technology will be required. Students must use the lesson plan format provided.

Strategy Summaries and Poster Presentation: Students will select two strategies from current research based literature and summarize each according to the guidelines provided for the student they are assessing and teaching. You must select a strategy in the following areas: reading, math, written expression. The third and fourth strategies may be in areas of your choice based on the needs of your student. You **may not** use a strategy that is already posted on my homepage for the first two strategy summaries but you may for strategies three and four. Students will present their four selected strategies on one tri-fold poster. Students will demonstrate application of each strategy to a content area using the case study developed on the student they are working with for assessment and instruction. Students must take the student's needs into consideration when selecting each strategy.

Final Case Report and Presentation:

Based on your direct assessment and intervention case report you are required to tutor your student in the areas of reading and math. You will develop two formal lesson plans for your final case report. Additionally, you will develop 20 mini lesson plans that you guide you in your daily teaching. At the end of the semester, you will present the case results and recommendations in class. You will be given the type of audience (student, general education teacher, parent, administrator) in which you will provide your summary report and recommendations. You will present the selected group with a verbal and written report. This project will be combined with your written report from SPED 4330.

MODES OF INSTRUCTION

1. Socratic/Didactic/lecture
2. Small and large group discussion and activities
3. Role Playing and Problem Based Learning
4. Technology Enhanced Instruction (e.g., video viewing, powerpoint, video taping)

NEED FOR ACCOMMODATIONS

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services 387-2116 or Office of Services for Students with Learning Disabilities 387-4411

DIVERSITY STATEMENT

The Department of Educational Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

STUDENT ACADEMIC CONDUCT

Western Michigan University's academic honesty and conduct in research policies have been created and defined by members of its academic community, recommended by its faculty senate, and adopted by its board of trustees. The Department of Educational Studies will adhere to all Student Academic Conduct polices and procedures as printed in the catalog. The processes necessary to support these policies are managed and facilitated by the Office of Student Judicial Affairs. All questions related to academic honesty will be referred to this office (387-2160).

ACADEMIC INTEGRITY STATEMENT

Students are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp. 25-27)] Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

The Department of Special Education and Literacy Studies, Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Website: <http://apastyle.apa.org/>

Lesson Plan Rubric**Total Points: 75****Name:****Subject:**

1. Goals: /4
Write one long term goal for this student in the area of academic need. Make sure you include the necessary components of a goal. The goal should be based on your assessment.
2. Lesson Objectives: /12
Write two short-term objectives that will guide your lesson plans and help you attain your goal. Make sure you have included all the necessary components of an objective.
4. Lesson Plan: /45
Your lesson will be focused on your assessment and progress monitoring of the student you have been working with during SPED 4040. You will identify how the goal and objectives you have written address Michigan GLEC's. Your lesson will be written and implemented based on the assessment data you collected on your student's strengths. Identify the objective you will be addressing in your lesson. In items e-j identify the level of challenge and the types of intelligences used for the product. Your lesson must contain the following components:
- a. Identify the Subject Area addressed & GLEC's
 - b. Estimated time allocated to each component of the lesson (d-h)
 - c. Materials and equipment needed
 - d. Teaching strategies you will use or teach – attach one page summary sheet of research based strategy
 - e. Anticipatory Set or Mind Jog
 - f. Presentation of Information
 - g. Guided Practice
 - h. Independent Practice
 - i. Closure
 - j. Homework
 - k. Real Life Application
 - l. On-going Monitoring and Evaluation
5. General Quality: /14
- a. Overall specificity and thoroughness
 - b. Logical decision making/creativity
 - c. Overall neatness
 - d. All parts of the assignments are labeled correctly

Lesson Plan:

Subject Area:

State Standard:

GLEC:

Goal:

Lesson Objective:

Materials and Equipment Needed:

Teaching Strategies:

Anticipatory Set:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Presentation of Information:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Guided Practice (Modeling):	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Independent Practice:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Closure:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Homework:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern
Real Life Application:					
Ongoing Monitoring and Evaluation:	Time:	Level of Cognition	Learning Modality	Multiple Intelligences	Grouping Pattern

Strategy Rubric Total 25 points

Name:

Strategy Number:

Area/Strategy: /1

Appropriate Grade Level: /2

Procedures/Steps /10

Comments/Tips /4

Source: /3

Graphics: /5

Subject Area: (place in header)

Strategy:

Appropriate Grade Level:

Procedures/Steps:

Comments and/or tips:

Source:

Strategy Requirements

One page strategies followed by the research articles supporting the strategies.

SubjectArea : reading letter recognition
reading word recognition,
reading fluency,
reading comprehension,
math calculation
math problem solving
written expression
handwriting

Strategy : (provide working name for the strategy)

Grade Level : (identify grade level - eg. K-2nd grade)

Procedures/Steps : (clearly explain how to use the strategy, use graphics for simplicity, classroom based, easy to implement, easy to monitor)

Comments/Tips : (what makes this strategy work more effectively or how can it be varied to address other areas or areas that concern you)

Source : (author, title, journal, APA style, attach copy of article)

No Bold except for headers, use Times New Roman Font

Graphic : This is a working document not a review of the strategy. Please prepare the summary so that a teacher can use the strategy based on your summary. Use of graphics and diagrams can be very helpful. The graphic must be useable and not just a cute picture. You may not copy graphics from the article rather design your own or use clip art etc.

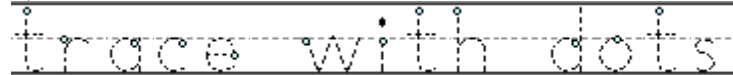
Handwriting

Strategy: Memory Retrieval & Copying letters with arrow cues

Appropriate Grade Level: K- 2

Procedures/Steps:

1) Have students trace letters with arrow cues or dots



trace with dots

2) Memory retrieval- Students will look at a letter. Then they will cover the letter and write it from memory.



A

- have the students get a handout of the letter and then have them cover the letter with another sheet of paper and write the letter from memory.

Comments and/or tips:

- These two strategies combined promotes connections between automaticity and memory.

Source:

Edwards, L., (2003). Writing instruction in kindergarten: Examining an emerging area of research for children with writing and reading difficulties. *Journal of Learning Disabilities*, 36(2), 136-48.

Strategy Poster Presentation Rubric

	Evaluating Student Presentation				
	0	2	3	5	Total
Organization	Participants cannot understand presentation because there is no sequence of information. Student does not follow lesson plan.	Participants have difficulty following presentation because presenter does not use a lesson plan.	Student presents information in logical sequence which participants easily follow.	Student presents information in logical, interesting sequence which participants easily follow the lesson plan.	
Subject Knowledge	Student does not have a good understanding of how to use the material presented and clearly cannot answer questions about the material.	Student is not prepared to elaborate on the uses of the material and is able to answer only rudimentary questions.	Student can comfortably answer expected questions but fails to elaborate beyond the expected.	Student demonstrates knowledge (more than required) by answering all class questions with explanations and elaboration. Student identifies the research base.	
Graphics	Student does not use graphics.	Student uses a cute graphic but it does not enhance the understanding of the strategy.	Student's graphics relate to strategy and presentation.	Student's graphics explain and reinforce strategy and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Strategy has three misspellings and/or grammatical errors.	Presentation has more than two misspellings and grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student presents material with no eye contact.	Student occasionally uses eye contact, but still presents most of the material without participant eye contact.	Student maintains eye contact most of the time but frequently returns to screen, computer notes.	Student maintains eye contact with audience, seldom returning to notes.	
Participant Engagement	Student mumbles, incorrectly pronounces terms, and speaks too quietly for all participants to hear and participants are bored, not actively engaged.	Student's voice is low. Student incorrectly pronounces terms. Students' level of engagement is low.	Student's voice is clear. Student pronounces most words correctly. Most participants are engaged.	Student uses a clear voice and correct, precise pronunciation of terms. Students are actively engaged and interested.	
				Total Points:	

Name:

Participation Points

Teaching Materials

- 1. Name of teaching material:**
- 2. Subject Matter Addressed:**
- 3. Specific area addressed:**
- 4. Directions for use:**
- 5. Quality of Teaching Materials:**

SPED 4340 INTERVENTION PRESENTATION RUBRIC

Presentation of Academic Interventions and Strategy Instruction____/50points

Introduce your student strengths, learning modality, multiple intelligence, and interest areas.

Explain strategies that work for the student.

Provide recommendations for appropriate for the selected audience.

(Presentation should be provided in a manner that shows you know your student and you are comfortable talking about how to best meet the student's needs. Be prepared to use your notes only as a reference and do not read from them.) Provide the audience with information that will assist the person(s) to whom you are presenting the information. For example, what can he/she do to assist the student? What do you know that works with this student and how can he/she use the information you have found helpful. When reporting to student, make sure you provide the student with information that will help him/her to become self-determined. If you suggest a specific strategy provide a copy of the strategy summary. If you recommend the student use flashcards, provide the student with a copy of the flashcards.

TOTAL POINTS ____ / 50pts

COMMENTS:

Fall 2009 Tentative Topical Outline

Date	Topic	Reading
T 9/8/09	Review Course Requirements Setting up a conducive learning environment Effective Instruction	Syllabus RTI: Success Chapter 3 & 5 Chapter 4 H/K
T 9/15/09	Coat of Arms Co-Teaching Models	Chapters 4 H/K Class Notes
T 9/22/09	Goals and Objectives Differentiated Instruction Instructional Approaches Getting to Know Your Students	Class Notes Chapters 4, 10 H/K RTI: Success Chapters 3,4,5
R 10/1/09	Goals and Objectives Differentiated Instruction Instructional Approaches Getting to Know Your Students	Class Notes Chapters 4, 10 H/K RTI: Success Chapters 3,4,5
T 10/6/09	Test on Chapter 1, 2, 4, 10 H/K, T/E/T, and lectures 1-4, Framework of Reading	Class Notes Chapters 6, 9 H/K RTI: Success Chapters 3,4,5
T 10/13/09	Framework on Reading Reading Research Based Strategy Due	Put Reading First RTI: Success Chapters 1 & 6
T 10/20/09	Prepare Reading Presentations and materials	RTI: Success Chapters 1 & 6
R 10/29/09	Reading Continued Reading presentations Reading Lesson Plans Due One Goal/two objectives/one lesson plan	Put Reading First, RTI: Success Chapters 1 & 6 Chapter 6, 9 H/K Lenski and Johns
T 11/3/09	Reading Continued	
T 11/10/09	Test on Reading Chapters 6, 9 Class Notes, Put Reading First, RTI Success 1 & 6	
T 11/17/09	Math Math Research Based Strategy Due	Chapter 8 H/K RTI:Success Chapter 6
T 11/24/09	Math Math Lesson Plan Due One Goal/two objectives/one lesson plan	Chapter 8 H/K RTI:Success Chapter 6
T 12/1/09	Math Continued Math Strategies Redos Due	Chapter 8 H/K RTI:Success Chapter 6
T 12/8/09	Test on Math Poster Presentations	Class Notes, Chapter 8 H/K RTI:Success Chapter 6
T 12/15/09	Final Comprehensive Project Due Final Oral Exam	