



School of Leadership and
Education Sciences
Learning & Teaching
Special Education

EDSP 375/575

Curriculum & Instruction Mild to Moderate Disabilities (3 units)

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Jan 25 to May 17, 2010
Mondays. 4 – 6:50 p.m.
Class: **MRH 137**

Office: ½ hour before and after class or by appointment

COURSE DESCRIPTION

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals who are concurrently in need of English Language Learning and Special Education supports. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs).

Fieldwork: A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required. *Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.*

Fieldwork Validation: Candidates must complete the *Methods Course Reflective Field Experience Report Form* for each special education methods course completed. This form can be found in the Field Experience Section of the *Special Education Candidate Handbook* & in the course TaskStream drf where it is placed for evaluation. Specific indications of inclusion of English Language Learners with special needs should be incorporated into the Field Report Form.

COURSE PURPOSE

Initial Program: Meets part of CTC Level I - Education Specialist Standards for Mild/Moderate and CEC Common Core Standard 4 Instructional Strategies & Standard 7 Instructional Planning.

COURSE OBJECTIVES – ALIGNED WITH CANDIDATE UNIT & PROGRAM OUTCOMES*

The SOE Unit: The three School of Education *Unit Candidate Outcomes* (ACE) provide the framework under which course objectives, course requirements and the standards linked *Centerpiece Artifacts* are organized and evaluated as part of the *Unit Assessment System*. In their *Reflective Professional Portfolio*, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the *National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D)* demonstrated throughout course and field experience.

The Special Education Program: The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers:*

Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

The Professional Reflective Portfolio (PRF): The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required *Centerpiece* artifacts that collectively illustrate the candidate's body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the California State Teacher Performance Expectations Standards (CSTPs).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Demonstrate skill in developing individualized instructional plans based on comprehensive assessment information. (CEC 7) (S) (INTASC 7) (CCTC M/M 17, 23) (CSTP D)
- Utilize a variety of research based and effective teaching practices. (CEC 4, 7) (S) (INTASC 4, 7) (CCTC M/M 23) (CSTP D)
- Use student outcome data to systematically modify instruction and learning environments. (CEC 4, 8) (S) (INTASC 4, 8) (CCTC M/M 17) (CSTP D)
- Demonstrate knowledge of curriculum adaptations and instructional strategies and critical presentation skills appropriate to the core curriculum and responsive to the individual student's needs and characteristics. (CEC 3, 4) (K) (INTASC 3, 4) (CCTC M/M 12, 20) (CSTP C, D)
- Implement, modify and monitors instructional programs of individual students across a range of instructional settings. (CEC 5) (S) (INTASC 5) (CCTC M/M 15) (CSTP E)
- Demonstrate competence in the use of electronic research tools, Internet services and the ability to use technology as a support to student learning. (TPE 8) (K, S)

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Demonstrate knowledge of the relationship between the individual educational program and the individualized transition plan. (CEC 7) (K) (INTASC 7) (CCTC M/M 23) (CSTP D)
- Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains. (CEC 4) (K, S) (INTASC 4) (CCTC M/M 13) (CSTP D)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Demonstrate the ability to use a variety of peer mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners. (CEC 3, 4, 7) (S) (INTASC 3,4,7) (CCTC M/M 13,20, 23) (CSTP D)

*A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Undergraduate and Graduate Candidate Handbook.

TEXTBOOKS/READINGS

USD Bookstore

Olson, J. & Platt, J. (2004). *Teaching children & adolescents with special needs* (4th ed.). New York: Prentice Hall (ISBN 0-13-038501-8)

Recommended Text (required format for citing references):

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: author.

INTERNET COURSE SUPPORTS

USD Internet/E-Mail Access Account

By second class every student must have a USD Internet Access Account. You obtain this in Serra 205. This account is free and the only way you can access the WebCT assignments for this course. Class notes, updates, supplements and group activities will appear on WebCT. Additional information about this course and assignment tasks will be posted regularly on the [EDSP 375/575 WebCT](#) site. Candidates are responsible for checking the course site regularly for postings and projects.

The easiest way to get to a WebCT course is (<http://unet.sandiego.edu/>). This is the USD Portal entrance for all students.

The course aligned WebCT site is a critical part of the learning process. Candidates are responsible for all content posted in WebCT. This includes all changes to assignments and topics, course syllabus and lecture supports. It is vital that all candidates have a TaskStream.com account by the beginning of the second class.

Note ABSOLUTE REQUIREMENT: A candidate's USD e-mail account (name@sandiego.edu) is the official means of communication for the USD Special Education Program. You absolutely must check your sandiego.edu email accounts for all official announcements related to courses, program of study, School and University deadlines and schedule of required exams for a California Teaching Credential. The program is not responsible for using any e-mail accounts outside of the university for official business.

TaskStream E-Portfolio

Rationale: As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study.

Subscription: You are required to subscribe to TaskStream.

Components Product: TaskStream offers a set of web-based tools for teacher education programs. It provides you with instructional design instruments such as Unit Builder, Lesson Builder, Standard Management and Rubric Wizards. The Web Folio Builder provides you with a mechanism to create, organize and share electronic portfolios that demonstrate standards compliance. You can submit work for review and evaluation, receive feedback from instructors and create standards lessons and units.

Training: You will be oriented to TaskStream and will have access to mentoring and technical support.

Tasks Dates Grade Weight: You will be given specific information about your tasks and the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement. Also check your student manual and program information posted on the school web site.

The course aligned TaskStream.com site is where all course requirements are described. Candidates may only submit coursework for feedback and final evaluation via TaskStream.com. It is vital that all candidates have a TaskStream.com account by the beginning of the second class.

COURSE REQUIREMENTS (detailed description of required assignments can be found in each CEC Standards Based Artifact portion of the TaskStream DRF for this course EDSP 375/575)

Standards Based Credential Competency: Course requirements are built around the professional standards of the Council for Exceptional Children Common Core and Individualized General Curriculum Standards and the California Commission on Teacher Credentialing Standards. The requirements provide an opportunity for candidate's to demonstrate ongoing growth towards becoming a credentialed teacher. The rubrics used to evaluate candidate performance are based on the Wiske, M. S (1998) *Teaching for Understanding*. San Francisco: Jossey Bass. The rubric evaluation guide informs candidates of their progress towards becoming a "highly qualified educator" in relationship to Levels of Understanding in Knowledge, Skills & Dispositions criteria. The rubric score does not directly equate with grade performance in relationship to degree program of study.

USD Outcomes Based: In addition requirements meet the Learning & Teaching and School of Education overarching program outcomes “ACE” and Dispositions¹.

Degree Coursework Based: As a degree grounded course (BA or M.Ed) the requirements also emulate the University of San Diego scholarly expectations for students. These requirements provide opportunity for degree candidates to demonstrate their scholarly development. Grade assignment is based on the quality of the demonstrated performance by each individual in relationship to the stated course requirements. Grading is based on overall class and individual performance extracted from the artifact rubrics.

Special Education E-Folio: In addition to course based performance evaluation by the course instructor, the *Centerpiece* identified in this course is one of the performance-based products that will be included in your *Reflective Professional Portfolio*. A rubric-based assessment developed around the special education program professional standards will be used by program faculty to evaluate your *Centerpiece* artifact at the culmination of your program of study. At *Midpoint and Final Evaluation Points* throughout a program of study your *Reflective Professional Portfolio* is reviewed as part of the process to make recommendation decisions for the next step in your teacher preparation process. This process is described in your *Special Education Candidate Handbook* and will be further described in class.

COURSE ASSIGNMENTS

Candidate performance is based on a *five component course assignment performance-based outcomes* and a final *Overall Folio Evaluation*.

Overall Folio Evaluation : The overall folio evaluation is a composite evaluation of your participation during class time; integration of field experience into assignment completion; collaboration and teamwork in class and in relationship to group assignments; and depth of Level of Understanding illustrated in required course artifact products. You are not required to submit any documents for this task. The instructor completes this after reviewing all your course work.

COURSE ARTIFACT EVALUATION: The 6-component assignments and the associated Evaluation Rubric are described in detail in the [TaskStream.com drf](#) (direct response folio) for this course [EDSP 375/575 SP06](#). Candidates are responsible for following all guidelines and requirements described in the course TaskStream drf.

1. Standard 7 Instructional planning • Individual Education Plan:

Based on course readings, discussion, research and field experience, candidates will prepare a detailed Individual Education Plan that incorporates nine critical concepts related to this course. The 9 critical components include: 1) IEP Forms (district specific forms), 2) formative informal assessment data, 3) P-12 student age appropriate CA Content Standard based performance objectives, 4) plan and organization of learning environment, 5) the instructional cycle ensuring student learning outcomes, 6) instructional material, 7) strategic instruction plan, 8) content instruction plan, and 9) high, medium and low technology resources for both teacher and student(s).

Candidates must use the Special Education Program Lesson Template when preparing lesson plans. Differential Instruction Plans and Assessment Strategies must address both special education and English Language Learners with concurrent special needs in alignment with age and grade level appropriate CA Core Content Standards. *Assignment details are included in the course TaskStream drf slot for this artifact.*

2. Standard 4 Instructional Strategies • Individual Transition Plan :

Based on course readings, discussion, research and field experience, candidates will prepare a detailed Individual Transition Plan that incorporates four components. The 4 critical components are: 1) completed district Individual Transition Plan form, 2) social skills building plan, 3) study skills development plan, and 4) teaching for transition plan. *Assignment details are included in the course TaskStream drf slot for this artifact*

3. Standard 4 Instructional Strategies • Research):

In keeping with the evidence based instructional strategy mandates of *No Child Left Behind*, each candidate must demonstrate an ability to conduct research to validate the use of an appropriate instructional strategy to help an individual with a special needs meet the grade appropriate California Content Area Standards.

Target Subjects. [Research Evidence Instructional Strategies](#) must be completed using the criteria outlined here.

1. address strategies that will support the individualized needs of a student in a general ed. or special education classroom

¹ See Special Education Graduate Manual for detailed description of ACE, Dispositions and CEC Professional Ethical Practices.

Research Grounded Instructional Strategy: For each target Instructional Strategy Research Project, a candidate must conduct research in the professional literature to ground the use of a particular instructional strategy. The findings are written in single page, 2 paragraph abstract/critiques. Each abstract includes intent of strategy and reflective interpretation of how the strategy might influence performance outcome of students in your field experience site.

Undergraduates: A minimum of two articles is required for each report.

Graduate Students: A minimum of three articles is required for each report.

Your critique must include a discussion of how the instructional strategy might be adapted or enhanced to ensure that English Language Learners with concurrent special needs can benefit from the research evidenced instructional strategy.

Oral Presentation & Staff Development Handout Each candidate will sign up to present a 5 to 7 minute maximum presentation of their research in either the mild or the moderate disability research. A suitable handout for sharing with classmates must be passed out in class. This should be developed in an information sharing how to format that would be passed out during a staff development presentation. This helps develop your resource specialist skills, which come along with your Level I Education Specialist Credential. *This may not be the same APA formal document submitted to the instructor.*

4. Field Experience (5 points):

The activities and assignments for this course come together and have a concrete base when students use the field observations to build lessons, materials and curriculum adaptations related to the diversity of needs found in San Diego County public schools. Evidence of completion of the required 20-hour field experience must be written-up on the official *USD Special Education Field Placement Report Form*. This form can be found in the field-based evidence section of TaskStream drf for this course. The form is also included in the Graduate Candidate Special Education Manual. A copy of the Field Placement Report Form is required for every special education methods course requiring a field-based component (EDSP 375/575, EDSP 377/577, & EDSP 378/578). You may submit a typed copy of field report without signature in TaskStream (keep original signed form in your paper portfolio documents) or you can scan the reflection signed by a site person and upload it into TaskStream. The rating for this document will be based on completion of required hours and depth of self-reflection in relationship to course content and field experience.

5. “ACE” Self-Reflection :

After completing all course assignments a candidate is expected to complete a self-reflection about the relationship of this course to the USD overarching “ACE” themes and 6-dispositions. This is delineated in the Special Education Candidate Handbook and in attachments to this requirement in the course TaskStream drf. You should structure your reflection in such a way that the reviewer can see which elements of ACE and/or the 6-dispositions you are reflecting upon in your essay. This reflection should be 1 to 2 pages in length. You are not expected to align the course with all ACE and disposition elements. Rather use critical inquiry to reflect upon the key learning outcomes from this course experience.

NOTE Additional Resources and Assistance: Further descriptions, details and evaluation rubrics will be discussed in class and will be provided on the course TaskStream drf site. This site includes detailed requirement descriptors and supporting attachments. All candidates are responsible for checking WebCT and TaskStream for updates and specifics. Your instructor will also announce use of these resources throughout the course.

For *informational purposes*, E-mail the instructor through your e-mail application at ammer@sandiego.edu (not through the TaskStream or WebCT service) for clarification and help with requirements, WebCT and/or TaskStream concerns. For *assignment feedback and final evaluation* all work must be submitted through the appropriate course TaskStream drf.

Remember: No goldmine is better than peer collaboration and sharing. Keep in touch with your classmates.

Assessment Plan/Grading Criteria/Rubric

All performance in this class will be evaluated against a series of 9-point rubrics to be located in TaskStream. Each rubric will be based upon professional standards and the outcomes related to specific standards. To receive a grade of A or A- in this course, a candidate must receive a rating of ‘7 to 9’ on every assignment rubric. A rating of 4 to 9 on every assignment rubric is required to receive a grade B +, B or B-. Ratings of 3 or below on any assignment will result in a grade of C through F. While each assignment will be based on a 9-point scale, the weight of each assignment will vary by the degree of performance required and the quantity and quality of material expected for each project. Your letter grade will be determined from the overall points earned in relationship to total points possible for the course. This is indicated in the far right column in your TaskStream evaluation grade form.

Your **Centerpiece Artifact** will be part of the course grade and also reviewed by the special education faculty as part of your **Reflective Professional Special Education e-Portfolio**.

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

***Petition for Incomplete Grade:** The Petition must accompany all requests for an incomplete for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.*

TOPICAL AREAS

The following are a list of the potential course topics based on the CCTC requirements for a Level I Education Specialist Credential being met by this course. In addition to state and professional standards, the topics in this course will reflect changes in federal and state regulations and recent research published in the field. For specific topics, assignments and topic dates - see the Calendar section on the course WebCT site.

The following is an overview sketch of the major topical areas to be discussed. Assigned readings and activities will be announced in class.

<ul style="list-style-type: none"> • California Core Content Standards – grade/age appropriate • Response to Instruction (RTI) and Research Evidence Learning/Teaching Strategies alignment with No Child Left Behind • Educational Needs Of Individuals With Mild/Moderate Disabilities • English Language Learners with Concurrent Special Needs • Managing Students And Learning Environments • Teaching Strategies • Learning Strategies • Strategic Instruction 	<ul style="list-style-type: none"> • Curriculum Goals • Core Curriculum Issues • Performance Based Outcomes • Executive Skills: Self-advocacy/self-monitoring • Life Span Daily Living And Transitions • Inclusive Education Considerations • Social Skill Building • Diversity Adaptations/accommodations • Technology & Special Education • Individual Education Plan • Individual Transition Plan • Working with Paraeducators • Collaboration with General Educators
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REFERENCES²

Books

- Berson, Michael J., Cruz, Barbara C., Duplass, James A., Johnston, Howard J. (2001). *Social Studies on the Internet*. Upper Saddle River, New Jersey: Prentice-Hall.
- Bitter, G. G., & Pierson, M. E. (1999). *Using technology in the classroom* (4th ed.). Boston: Allyn & Bacon.
- Brookes, Mona. (1998). *Drawing with children*. Los Angeles: Jeremy Tarcher, Inc.
- Chapin, June R. and Messick, Rosemary G. (1996). *Elementary social studies*. White Plains, New York: Longman.
- Cordeiro, Pat. (1995). *Endless possibilities generating curriculum in social studies and literacy*. Portsmouth, Heinemann.
- Dobey, D. C., Beichner, R. J., & Raimondi, S. L. (1999). *Essentials of elementary science* 2nd ed.). Boston: Allyn & Bacon.
- Koch, J. (2000). *Science stories: A science methods book for elementary school teachers*. Boston: Houghton Muffin.

² Bibliography (extended bibliographic resources listed on WebCT)

Lenz, B. K. & Deshler, D. D. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn & Bacon/Pearson Education, Inc.

Provenzo, E. F. (1999). *The Internet and the world wide web for preservice teachers*. Boston: Allyn & Bacon.

Smith, T. E., Polloway, E. A., Patton, J. R. & Dowdy, C. A. (2004). *Teaching students with special needs in inclusive settings* (4th ed.). Boston: Allyn & Bacon.

Raymond, E. B. (2000). *Learners with mild disabilities: A characteristics approach*. Boston: Allyn & Bacon.

Riedesel, C. A. & Schwartz, J. E. (1999). *Essentials of elementary mathematics* (2 ed.). Boston: Allyn & Bacon.

Smith, N., Lambdin, D., Lindquist, M., Reys, R. (2001) *Teaching elementary mathematics: A resource for field experiences*. New York: John Wiley & Sons.

Wiske, M. S. (Ed.). (1998). *Teaching for understanding: Linking research with practice*. San Francisco: Jossey-Bass.

APPENDICES TO COURSE

All appendices are posted on the course WebCT site. Additional Addendums to the course will be posted on WebCT and/or TaskStream. All course requirement evaluation will be through TaskStream. The **Centerpiece Artifact** will be evaluated on a rubric assessment form in the TaskStream generated electronic **Reflective Professional Portfolio**.