Kremen School of Education and Human Development
Department of Counseling, Special Education and Rehabilitation
LEADERSHIP FOR DIVERSE COMMUNITIES

SPED 136: CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR STUDENTS WITH MILD/MODERATE DISABILITIES

SYLLABUS FOR COURSE SPED 136 CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR STUDENTS WITH MILD/MODERATE DISABILITIES	
Spring 2020	**Special Education, Kremen School of Education and Human Development, California State University, Fresno**
Curriculum, Instruction, and Assessment for Students with Mild/Moderate Disabilities	**Instructor: Sandra Richardson, M.A.**
3.0 units	**Office: By requested Zoom session**
Digital Both Asynchronous and synchronous	**Contact sarichardson@mail.fresnostate.edu** Facebook: https://www.facebook.com/groups/580243619477855/ Zoom Link: https://fresnostate.zoom.us/j/7055979599 SPED 136 Spring 2020
Canvas and Google Classroom	**Text or call 559-906-7704**
Required Text - This is free online	
Meyer, A., Rose, D.H. & Gordon D. (2013). Universal Design for Learning: Theory and Practice. CAST Available online, kindle or paperback. http://udltheorypractice.cast.org/login Go to the website, create a username and password, sign in.	

SYLLABUS FOR COURSE **SPED 136** CURRICULUM, INSTRUCTION, AND ASSESSMENT FOR STUDENTS WITH MILD/MODERATE DISABILITIES
Required books: You will be required to have access to only one of the following books. Which book will be determined the first week of class: You can choose to read these books with your eyes (text, kindle) or with your ears (audio books) • *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* by John Medina • *The End of Average: How We Succeed in a World that Values Sameness* by Todd Rose • *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* by Malcolm Gladwell **Additional content will be assigned and provided during the course**

Prerequisites:

Completion of required coursework. Concurrent enrollment in SPED 171 or EHD 170.

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Prerequisites: completion of semesters 1 and 2 coursework. Concurrent enrollment in SPED 126 and 171 or EHD 170. Provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. Focuses on evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities.

Course description

This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate disabilities. This course provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment with a focus on response to instruction, universal design for learning, evidence-based curricula, and effective instructional methods. Coursework will include varied web-based instructional strategies (e.g., lecture, group activities, discussion, topic investigation, collaborative activities, online assignments, provided through Blackboard), as well as an emphasis on diversity and multicultural influence as they relate to identifying and programming for students with disabilities.

Prerequisites for the course:

Completion of required coursework. Concurrent enrollment in SPED 171 or EHD 170.

PRIMARY LEARNING OUTCOMES

Upon completion of this course, the student will exemplify through practice the Kremen School of Education and Human Development's broad vision and mission of ethically informed community leaders for classroom teaching, education and administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity.

1. Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and

strategies necessary in teaching and engaging students with mild/moderate disabilities. [Program Standard 3 | TPE 5, 6 | MM 3, 5]

2. Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences and lesson plans that provide students with mild/moderate disabilities with equitable access to the content and experiences found in the state-approved core curriculum. [Program Standard 13 | TPE 1, 2, 4, 6 | MM 3, 5]

3. Candidates demonstrate knowledge of components of effective instructional delivery; orientation (teacher demonstration), presentation (explicit instruction, modeling, pacing), guided practice and corrections, and independent practice with opportunities for students to show level of mastery. [Program Standard 9 | TPE 4, 5, 6 | MM 3, 5]

4. Candidates demonstrate knowledge and ability to utilize ongoing assessments to determine students' progress towards state adopted content standards. Candidates analyze results to plan effective and differentiated instruction and interventions. [Program Standard 9 | TPE 3, 9 | MM 2]

5. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities. [Program Standard 6 | TPE 9 | MM 5]

6. Candidates demonstrate how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. [Program Standard 10 | TPE 7 | MM 5]

COURSE POLICIES

Classroom Expectations

- Students are expected to use respectful, person-first language at all times.
- Students are expected to participate in all class activities, presentations and discussions, whether online or in class, in a professional manner and in accord with university policy. The following link contains information about "netiquette": http://www.education.com/reference/article/netiquette-rules-behavior-internet
- Students are expected to follow all university policies and all course policies stated both in writing in this syllabus and orally during class sessions.
- Students are expected to access Canvas and own CSUF email account at least weekly for course updates.
- Students are expected to use laptops, tablets, IPads, etc. in class only for SPED 136 coursework and presentations, when assigned.
- Students are expected to keep communication devices (e.g., cell phones, pagers, IPods, ear buds, portable media players, etc.) turned off during class, except for hearing aids or other assistive hearing devices. Please use these items at your break.

- Students are expected to obtain permission from the instructor in advance for visitors.

<div align="center">**Attendance**</div>

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. <u>Every missed participation opportunity or assignment may result in a lower grade.</u>

You are expected to <u>log on at least three times a week</u> (beginning in Week 1) to check for new announcements, participate in class discussions, access course readings and complete assignments. Taking a class online requires self-management and self-motivation. You must be disciplined and plan time for yourself to be online. This course requires approximately 3 hours per week to complete online course content. Reading and major assignments will likely take additional time to complete. Your online participation will be recorded automatically by Blackboard (the times and duration of each of your Blackboard activity, e.g., viewing weekly objectives and assignments, PowerPoint presentations, videos, attending group discussions, readings, and taking quizzes).

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session and expected to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independently/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification, if needed.
5. Scoring guidelines will be provided for each assignment.
6. All assignments will be submitted/uploaded to Blackboard, unless otherwise noted.
   a. **All documents submitted must be submitted in a .doc or .docx format, unless otherwise noted**. If you are using other types of word processing software, save the document as a .doc or .docx before submitting.
   b. Typed/word processed assignments should have: 1" margins, 12-point font, and 1.5-2 spaces between lines.
   c. All assignments should be proofread with errors corrected prior to submission (i.e., free from errors in spelling, grammar, mechanics, structure, syntax, and organization).
7. Assignment timeline:
   a. All assignments are due by <u>Saturday at midnight</u> on the due date to be eligible to receive full credit/points.

b. Weekly assignment upload links will not be available after the due date. No late weekly assignments will be accepted.
c. Exceptions will be made ONLY for: (1) authorized/excused absences, as defined by university policy, (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
d. Any major assignment submitted late (i.e., after the class session in which it's due) will receive, at maximum, the number of points equal to a grade no higher than a 'B' (i.e., up to 80% of points possible). *Late assignments must be submitted within one week of the due date in order to receive credit.* Exceptions will be made only for excused/authorized absences. Please do not email assignments (unless requested or in the event of a Blackboard outage).

Grading

- The total points received on each assignment are recorded in the Blackboard Grade Center.
- Grades are calculated by percentage (the total points received divided by the total points possible).
- Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Disruptive Classroom Behavior*:* "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Honor Code*:* "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism*:* "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computer*s:* "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright Policy*:* Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:
http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the <u>Learning Center</u>
(http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed <u>SupportNet</u>
(http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

How do some of the assignments fit in with the course and department standards and goals?

Learning Outcome	Assignment
Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with mild/moderate disabilities.	**Quests:** [Program Standards 3, 4, 5, 6 | TPE 2, 4, 6, 7, 8, 9, 13 | M/M Standards 2, 3, 5] This is an online course. There will be 15 Quests or weekly online assignments over the course of the semester. These Quests or assignments will cover a variety of topics related to the course content and learning outcomes. Quests must be completed on the due date to be eligible to receive full credit/points. A total of 300 points are possible (20 per

[Program Standard 3 | TPE 5, 6 | MM 3, 5]	assignment). Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*
Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences and lesson plans that provide students with mild/moderate disabilities with equitable access to the content and experiences found in the state-approved core curriculum. [Program Standard 13 | TPE 1, 2, 4, 6 | MM 3, 5]	**Universal Design for Learning/Differentiating Instruction Unit** --Part 1: Identifying and alleviating barriers in curriculum, assessment, and instruction – Given a lesson, identify the instructional goals, materials, methods, and assessments, and evaluate its accessibility, based on the features of UDL. For each barrier you identify, suggest a change to alleviate the barrier.
Candidates demonstrate knowledge of components of effective instructional delivery; orientation (teacher demonstration), presentation (explicit instruction, modeling, pacing), guided practice and corrections, and independent practice with opportunities for students to show level of mastery. [Program Standard 9 | TPE 4, 5, 6 | MM 3, 5]	**Universal Design for Learning/Differentiating Instruction Unit** --Part 2 : Design a unit in math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.
Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities. [Program Standard 6 | TPE 9 | MM 5]	Tech Tool/Website Reflection **Try a new technology tool or website with your students this semester and write a reflection that includes a description of the website/tool, its accessibility, its potential for use as an educational tool (in general), and its effectiveness/success with regard to your teaching and student learning.**

Candidates demonstrate knowledge and ability to utilize ongoing assessments to determine students' progress towards state adopted content standards. Candidates analyze results to plan effective and differentiated instruction and interventions. [Program Standard 9 | TPE 3, 9 | MM 2]	**IEP Reflection Paper** You will attend an IEP meeting (preferably for a student in your classroom) and write a 1-2 page reflection paper describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting. A total of 15 points are possible for this assignment. Candidate dispositions addressed: *Reflection, Valuing Diversity, Collaboration, Life-long learning*
Candidates demonstrate how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. [Program Standard 10 | TPE 7 | MM 5]	**Research-Based Intervention Program Evaluation** Evaluate a systematic, research-based intervention program for math, reading, speaking/listening, or writing designed for use with students who are English language learners.

Course Schedule

Every week is laid out the same: Goal or Objective, Content, Quest, Reflection or Challenge. Below are the first few weeks as an example.

Everything is on Canvas.

Dates	Goal or Objective	Content	Quest – **20 points each** Remember to post "Quest Complete" in Blackboard to get your points	Challenge or Reflection **Points vary**
Week 1	Start out strong! Understand what the expectations are in the course, how to find out what to do each week, and where to ask for help.	Welcome Video Syllabus Attend online Orientation Watch Jane McGonagall TedTalk	Quest #1 – Get on Facebook group and post one goal you have for this course.	Attend online Orientation in Zoom: Make sure you are looking at the weekly times made available for you. **20 points** See Blackboard for "directions"
Week 2	Re-envisioning Education *If the only tool you have is a hammer, you tend to see every problem as a nail.* ~ Abraham Maslow	Read Chapter 1 in Universal Design for Learning: Theory and Practice	Quest #2 Facebook group post One positive memory of a past teacher meeting a specific educational need of yours	Reflect: Discussions - Keepers and Queries for Chapter 1 **20 points**
Week 3	Re-envisioning resources *Tell me and I'll forget; show me*	Read Chapter 2, p. 15-21 in Universal Design for Learning: Theory and Practice	Quest #3 Facebook group post	Challenge:

			Explain your idea of Expert Learning. Feel free to post a GIF	Tech Tool/Website Evaluation Directions and rubric on Canvas. **50 points**
Week 4	Who is an expert learner? "We define expertise not as a destination but rather as a process of becoming more expert on a continuum of development." ~ Meyer, Rose and Gordon	Read Chapter 2, p. 22-28 in Universal Design for Learning: Theory and Practice	Quest #4 Facebook group post Identify a Tech Tool or Website used in a classroom you have seen in action	

Assignments and Timelines

Quests: Weekly Assignments
[Program Standards 3, 4, 5, 6 | TPE 2, 4, 6, 7, 8, 9, 13 | M/M Standards 2, 3, 5]

This is an online course. There will be 15 Quests or weekly online assignments over the course of the semester. These Quests or assignments will cover a variety of topics related to the course content and learning outcomes. Quests must be completed on the due date to be eligible to receive full credit/points. A total of 300 points are possible (20 per assignment). Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Reflections
[Program Standards 3, 4, 5, 6 | TPE 2, 4, 6, 7, 8, 9, 13 | M/M Standards 2, 3, 5]

There will be several reflection opportunities in the Discussions on Blackboard. These reflections will focus on the class content and mostly be in the form of Keepers and Queries. Keepers are content that you want to remember. Queries are questions that you have as a result of the content. A total of 100 points are possible. *Candidate dispositions addressed:* Reflection, Critical Thinking, Professional Ethics, Valuing Diversity

IEP Reflection Challenge
[Program Standards 2, 8 | TPE 12, 13 | M/M Standard 6]

You will attend an IEP meeting (preferably for a student in your classroom) and create a reflection describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting. A total of 50 points are possible for this assignment. Candidate dispositions addressed: *Reflection, Valuing Diversity, Collaboration, Life-long learning*

Tech Tool/Website Reflection
[Program Standards 3, 6 | TPE 4, 5 | M/M Standard 3]

Try a new technology tool or website with your students this semester and create a reflection that includes a description of the website/tool, its accessibility, its potential for use as an educational tool (in general), and its effectiveness/success with regard to your teaching and student learning. A total of 50 points are available

Barrier Identification Assignment
[Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]
Identifying and alleviating barriers in curriculum, assessment, and instruction – Given a lesson, identify the instructional goals, materials, methods, and assessments, and evaluate its accessibility, based on the features of classroom management and/or UDL. For each barrier you identify, suggest a change to alleviate the barrier. 50 Points
Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity*

Universal Design for Learning Lesson Plan – 2 Lesson Plans at 50 points each
[Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]
Design a lesson, using the lesson plan template provided, and deliver that lesson. These lessons, or learning events, will incorporate features of universal design. Your lessons may include small group instruction and activities for students working

independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.

Research-Based Intervention Program Evaluation

[Program Standard 3 | TPE 1A, 1B | M/M Standards 3, 5]

Evaluate a systematic, research-based intervention program for math, reading, speaking/listening, or writing designed for use with students with mild to moderate disabilities. Create a reflection. 50 points

Participation

Online discussions, activities. And all assignments.

Candidates will participate in all parts of the course including class time, discussions, and activities. 100 points

How to be successful in this digital course:

1. Stay in touch! Canvas and our Facebook group are your friends during the next 15 weeks (not the rest of your life).
2. Participate in the Zoom meetings, https://fresnostate.zoom.us/j/7055979599
3. Let me know if you are behind! I will help!
4. Have fun, past students report a good experience with this course.