

**Eastern Mennonite University Lancaster**  
**EDDS 611: Curriculum & Instructional Support for Special Education Students**  
**January 25, 2013 – March 8, 2013**

**Credit Hours:** 3 semester hours

**Instructor:** Nadine A. Larkin, Ed.D.  
[nadine\\_larkin@elanco.org](mailto:nadine_larkin@elanco.org)  
Office: 717-354-1514  
Cell phone: 717-587-2877

**Course Schedule:** Blended online and on-site.  
On-site: January 25, February 8, February 22, & March 8, 6-9 PM  
March 2, 8:30 AM – 3:30 PM

**Course Description:** Addresses research and best practice in curriculum development, instructional planning and behavior management to support students with special needs with mild to severe disabilities. Emphasis is on effective instruction, research-proven strategies and methods to help special needs learners gain meaningful access to elementary and/or secondary curriculum content, and assessing the success of instruction with special learners to improve the educational outcomes for all students. In addition methods of motivation and classroom management in settings with students with special needs will be discussed. Course includes criteria to meet the Pennsylvania Department of Education Inclusive Classrooms area.

**Conceptual Framework:** “Preparing Caring, Reflective Teachers for a Changing World”  
The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

**M.A. in Education Program Outcomes:**

**Scholarship (S):** to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

**Inquiry (I):** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

**Professional Knowledge (PK):** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

**Communication (C):** to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

**Caring (Ca):** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings.

**Leadership (L):** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

**Course Outcomes:** Students will gain an understanding of the foundation of curriculum and instruction related to best special education practices, including:

1. current theories, characteristics, etiology and needs of students with disabilities (S, PK)
2. fundamentals of curricula, including alignment of curriculum and standards (S, I, PK, L)
3. educational issues and implications for curricula (S, I, Ca, L)
4. fundamentals of instruction in special education (S, Ca, L)
5. elements of effective instruction (PK, C, L)
6. inclusionary practices, including differentiating instruction, curriculum adaptations, and support for students in content areas (S, I, Ca, L)
7. use of assessment in determining appropriate programming and instruction (S,I,PK)
8. understanding of motivation and classroom management in diverse classroom settings (S,I,PK,C,CA)

**Textbook Information:** There is no required textbook for this course. Participants will be expected to access websites.

**Course Format:** This course will be taught using a blended on-site and online format. The online component will be taught through Moodle. Methodology used in this course will include classroom discussions, forum interactions, email interactions with the instructor, independent projects, and online learning logs based on instructor's questions,

**Course Requirements and Due Dates:** The student is required to submit all discussion boards/forums, learning logs, presentations, and curriculum units by established deadlines (additional explanation will be provided). Late assignments will result in a point drop per day.

- Participation
- Forums/Discussions
- Learning Log Format
- Topic Presentation
- Text Presentation
- Curriculum Unit

Participation: Students are expected to contribute to all classroom activities and discussions and respond to online dialogue.

Forums/Discussions: There will be discussion boards/forums with every module in the Moodle course unless otherwise indicated. The discussions will be your opportunity to

connect with other students in this course and to provide insight and responses to key questions prompted by the instructor and/or each other. Expected participation includes one posting of topic and at least two responses to posting of other students (unless no response is required per the instructor). There is no substitute for the forum experience. If you are unable to participate, please inform the instructor in advance. However, the forum should be open for sufficient duration to allow all members of the class to “weigh in.”

- **Check exact due date next to each forum on the Moodle site.**

Learning Log Format: In addition to module assignments, students will reflect on and incorporate the concepts learned in this course into their current lives and work practices using Learning Logs. Students are asked to give thoughtful reflection and complete answers to the following questions (or other questions that may be posted). Students may respond to classmate’s postings if they would like to respond.

Learning Log Format (Unless other format provided):

- What aspect of the module’s learning tasks were most meaningful?
- What is something you gained that might be helpful to you in your work or personal life?
- What suggestions, if any, do you have for the instructor and/or class participants to enhance the class?
- **Check exact due date next to each Learning Log Format on the Moodle site.**

Topic Presentation: You will be assigned various topics focusing on aspects of instruction. You will be responsible for a 10-20 minute presentation on your assigned topic. Handouts for your presentation should be prepared for each member of the class.

- **Presentation Dates Will Be Discussed In Class**

Text Presentation: You will be assigned to read an assigned text focusing on an aspect of instruction in an inclusive classroom. You will be responsible for NO LONGER than a 60 minute interactive class presentation on your assigned text. The presentation should tie the learned materials from the text with information learned in class on differentiation, EDL, and any other topic covered during class. Handouts for your presentation should be prepared for each member of the class. See Scoring Rubric for Presentation (Appendix B).

- **Due March 2<sup>nd</sup>**

Curriculum Unit: Students will develop a self-chosen curriculum unit that will focus on providing differentiated instruction within the unit using instructional strategies discussed during the course. The components of the unit shall include: (1) unit overview including whole class components and differentiated/UDL components, unit key learning and essential questions tied to grade appropriate PA Common Core Standards, instructional strategies (at least one from each presentation provided by your classmates), materials, assessment – formal and informal, teaching resources, (2) three lesson plans which includes essential questions (key learning), procedures that clearly outline differentiated/UDL components, instructional strategies (include new learning from

classmate presentations), materials, and assessment – informal and formal. See Scoring Rubric for Curriculum Units (Appendix c).

- **Due March 8<sup>th</sup>**

**Evaluation:**

|                                      |                  |
|--------------------------------------|------------------|
| Attendance and Participation         | 10 points        |
| 3 Forums/Discussions@15 points each  | 45 points        |
| 3 Learning Logs@10 points each       | 30 points        |
| 2 Topic Presentations@15 points each | 30 points        |
| Text Presentation                    | 55 points        |
| Curriculum Unit                      | <u>55 points</u> |
| TOTAL                                | 225 points       |

**Grading:**

|   |                  |
|---|------------------|
| A | 202-225 points   |
| B | 180-201 points   |
| C | 157-179 points   |
| D | 135-156 points   |
| F | Below 134 points |

**Course Outline:** See attached Calendar

**Academic Integrity:** The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

**Special Accommodations Statement:** If a student needs course adaptations of accommodations because of a documented disability or has emergency medical information to share, please inform the instructor of your needs.

**Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style**

Candidates are expected to use *Publication Manual of the American Psychological Association 6<sup>th</sup> Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards

rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

**Resources:**

Association for Supervision and Curriculum Development. (2008). *Differentiated Instruction in Action Video Series*. United States: ASCD Video.

Brownell, M., Smith, S., Crockett, J., Griffin, C. (2012). *Inclusive instruction evidence-based practices for teaching students with disabilities*. New York: The Guilford Press.

CAST Website: <http://www.cast.org>

Colvin, G. (2004). *Managing the cycle of acting out behavior in the classroom*. Eugene: Behavior Associates.

Frey, N., Fisher, D., Everlove, S. (2009). *Productive group work how to engage students, build teamwork, and promote understanding*. Alexandria: Association for Supervision and Curriculum Development.

Fisher, D., Frey, N. (2007). *Checking for understanding formative assessment techniques for your classroom*. Alexandria: Association for Supervision and Curriculum Development.

Fisher, D., Frey, N. (2008). *Better learning through structured teaching*. Alexandria: Association for Supervision and Curriculum Development.

Haager, D., Klingner, J. (2005). *Differentiating instruction in inclusive classrooms the special educator's guide*. Boston: Pearson.

Hall, T., Meyer, A., Rose, D. (2012). *Universal design for learning in the classroom practical applications*. New York: The Guilford Press.

Himmele, P., Himmele, W. (2011). *Total participation techniques making every student an active learner*. Alexandria: Association for Supervision and Curriculum Development.

Iris Center Website: <http://www.iris.peabody.vanderbilt.edu>

Karten, T. (2010). *Inclusion strategies that work! research-based methods for the classroom (2<sup>nd</sup> Ed.)*. Thousand Oaks: Corwin Press.

Karten, T. (2007). *More inclusion strategies that work! aligning student strengths with standards*. Thousand Oaks: Corwin Press.

Pennsylvania Training & Technical Assistance Network (PaTTAN): A Professional Development Network. [www.pattan.net](http://www.pattan.net)

Pennsylvania Department of Education: <http://www.pde.state.pa.us/>

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*, 2<sup>nd</sup> ed. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C., Eidson, C. (2003). *Differentiation in practice a resource guide for differentiating curriculum grades k-5*. Alexandria: Association for Supervision and Curriculum Development.

Tomlinson, C., Eidson, C. (2003). *Differentiation in practice a resource guide for differentiating curriculum grades 5-9*. Alexandria: Association for Supervision and Curriculum Development.

## CALENDAR

| Date             | Topics                                                                                                                                                                                                                       | Homework Due                                                         |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Friday, 1/25     | <ul style="list-style-type: none"> <li>• Review of Syllabus and Course Requirements</li> <li>• Historical Perspective of General Education and Special Education</li> <li>• Disability Categories and Definitions</li> </ul> |                                                                      |
| <b>1/25-2/10</b> | <ul style="list-style-type: none"> <li>• <b>UDL – Universal Design for Learning Module 1</b></li> </ul>                                                                                                                      | <b>Discussion Forum – Due 2/5</b><br><b>Learning Log – Due 2/10</b>  |
| Friday, 2/8      | <ul style="list-style-type: none"> <li>▪ UDL Discussion</li> <li>▪ Review of SAS Portal</li> </ul>                                                                                                                           | UDL Topic Presentations – Due 2/8                                    |
| <b>2/9-2/24</b>  | <ul style="list-style-type: none"> <li>▪ <b>UDL – Universal Design for Learning Module 2</b></li> </ul>                                                                                                                      | <b>Discussion Forum – Due 2/20</b><br><b>Learning Log – Due 2/24</b> |
| Friday, 2/22     | <ul style="list-style-type: none"> <li>• UDL – Discussion</li> <li>• Differentiation and UDL</li> </ul>                                                                                                                      | Differentiation Topic Presentations – Due 2/22                       |
| <b>2/24-3/3</b>  | <ul style="list-style-type: none"> <li>• <b>Managing the Cycle of Acting-Out Behavior in the Classroom Module 3</b></li> </ul>                                                                                               | <b>Discussion Forum – Due 3/1</b><br><b>Learning Log – Due 3/3</b>   |
| Saturday, 3/2    | <ul style="list-style-type: none"> <li>▪ Text Presentations</li> <li>▪ Managing Behavior Discussion</li> </ul>                                                                                                               | Text Presentations                                                   |
| Friday, 3/8      | <ul style="list-style-type: none"> <li>▪ UDL/Differentiation Review</li> <li>▪ Curriculum Unit Presentations</li> </ul>                                                                                                      | Curriculum Units                                                     |

**Appendix A**  
**Writing Standards – Graduate Level (Grid Version)** *(piloted 2011)*

| <b><u>Criteria</u></b>                                                                                                                                                                                                                                                                                                                               | <b><i>A excellent</i></b>                                                                                                                                                                               | <b><i>B good</i></b>                                                                                                                                                                                                                              | <b><i>C minimal expectations</i></b>                                                                                                                                                                                                            | <b><u>Comments</u></b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Content</b><br><i>(quality of the information, ideas and supporting details.)</i>                                                                                                                                                                                                                                                                 | - shows clarity of purpose<br>- offers depth of content<br>- applies insight and represents original thinking                                                                                           | - shows clarity of purpose<br>- offers substantial information and sufficient support<br>- represents some original thinking                                                                                                                      | - shows clarity of purpose<br>-lacks depth of content and may depend on generalities or the commonplace<br>- represents little original thinking                                                                                                |                        |
| <b>Structure</b><br><i>(logical order or sequence of the writing)</i>                                                                                                                                                                                                                                                                                | - is coherent and logically developed<br>-uses very effective transitions                                                                                                                               | -is coherent and logically developed<br>-uses smooth transitions                                                                                                                                                                                  | -is coherent and logically (but not fully) developed<br>-has some awkward transitions                                                                                                                                                           |                        |
| <b>Rhetoric and Style</b><br><i>(appropriate attention to audience)</i>                                                                                                                                                                                                                                                                              | - is concise, eloquent and rhetorically effective<br>- uses varied sentence structure<br>-is engaging throughout and enjoyable to read                                                                  | - displays concern for careful expression<br>- uses some variation in sentence structure<br>-may be wordy in places                                                                                                                               | - displays some originality but lacks imagination and may be stilted<br>- uses little varied sentence structure<br>- frequently uses jargon and clichés<br>-uses generally clear but frequently wordy prose                                     |                        |
| <b>Information Literacy</b><br><i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>                                                                                                                                                                                                              | - uses high-quality and reliable sources<br>- chooses sources from many types of resources<br>- chooses timely resources for the topic<br>- integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources<br>-chooses sources from a moderate variety of types of resources<br>-chooses resources with mostly appropriate dates<br>- integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources<br>-chooses sources from a few types of resources<br>-chooses a few resources with inappropriate dates<br>-integrates references or quotations that are loosely linked to the ideas of the paper |                        |
| <b>Source Integrity</b><br><i>(appropriate acknowledgment of sources used in research)</i>                                                                                                                                                                                                                                                           | - cites sources for all quotations<br>- cites credible paraphrases correctly<br>- includes reference page<br>- makes virtually no errors in documentation style                                         | - cites sources for all quotations<br>- usually cites credible paraphrases correctly<br>- includes reference page<br>- makes minimal errors in documentation style                                                                                | - has sources for all quotations<br>- has mostly credible paraphrases, sometimes cited correctly<br>- includes reference page with several errors<br>-makes several errors in documentation style.                                              |                        |
| <b>Conventions</b><br><i>(adherence to grammar rules: usage, mechanics)</i>                                                                                                                                                                                                                                                                          | - uses well-constructed sentences<br>- makes virtually no errors in grammar and spelling<br>- makes accurate word choices                                                                               | - almost always uses well-constructed sentences<br>-makes minimal errors in grammar and spelling<br>- makes accurate word choices                                                                                                                 | - usually uses well-constructed sentences<br>- makes several errors<br>- makes word choices that distract the reader                                                                                                                            |                        |
| The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators). |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 | <b><u>Grade</u></b>    |

**Appendix B**  
**Eastern Mennonite University EDDs 611 Presentation Rubric**  
**Spring Session 2013**

| Category                                 |                                                                                                                                                                                            | Criteria                                                                                                                                                            |                                                                                                                                             |                                                                                                                                                      | Points |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                          | 1                                                                                                                                                                                          | 2                                                                                                                                                                   | 3                                                                                                                                           | 4                                                                                                                                                    |        |
| Organization<br>(Criteria x3)            | Audience cannot understand presentation because there is no sequence of information.                                                                                                       | Audience has difficulty following presentation because sequence of information is minimal.                                                                          | Presenter presents information in logical sequence which audience can follow.                                                               | Presenter presents information in logical, interesting sequence which audience can follow.                                                           |        |
| Introduction and Closure                 | Presenter does not display clear introductory or closing remarks.                                                                                                                          | Presenter clearly uses either introductory or closing remarks, but not both.                                                                                        | Presenter displays clear introductory and closing remarks.                                                                                  | Presenter delivers introductory and closing remarks that capture the attention of the audience and set the mood for the presentation.                |        |
| Content Knowledge<br>(Criteria x3)       | Presenter does not have grasp of information; presenter cannot answer questions about subject.                                                                                             | Presenter is uncomfortable with information and is able to answer only rudimentary questions.                                                                       | Presenter is at ease with content and meets all requirements, but fails to elaborate.                                                       | Presenter demonstrates full knowledge (more than required) with explanations and elaboration.                                                        |        |
| Visuals and Interaction<br>(Criteria x3) | Presenter used no visuals and presentation did not involve the audience.                                                                                                                   | Presenter occasionally used visuals and interaction with the audience that rarely support presentation.                                                             | Visuals and interaction with the audience were related to presentation.                                                                     | Presenter used visuals and interaction with the audience to enhance or elaborate presentation.                                                       |        |
| Mechanics                                | Presentation had four or more spelling errors and/or grammatical errors.                                                                                                                   | Presentation had three misspellings and/or grammatical errors.                                                                                                      | Presentation has no more than two misspellings and/or grammatical errors.                                                                   | Presentation has no misspellings and/or grammatical errors.                                                                                          |        |
| Delivery<br>(Criteria x2)                | Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear. Use of a monotone voice does not hold the interest of the audience. | Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation. Presenter displays some level of inflection throughout the delivery. | Presenter's voice is clear and all terms are pronounced correctly and satisfactory level of inflection is apparent throughout the delivery. | Presenter used a clear voice and correct, precise pronunciation of terms. Use of fluid speech and inflection maintains the interest of the audience. |        |
| Poise                                    | Presenter displays tension and nervousness is obvious and the presenter has trouble recovering from mistakes.                                                                              | Presenter displays mild tension and has some trouble recovering from mistakes.                                                                                      | Presenter makes minor mistakes, but quickly recovers from them. Displays little or no tension.                                              | Presenter displays relaxed, self-confident nature about self, with no mistakes.                                                                      |        |
|                                          |                                                                                                                                                                                            |                                                                                                                                                                     |                                                                                                                                             | <b>Total →</b>                                                                                                                                       |        |

**Comments:**

**Appendix C**  
**Eastern Mennonite University**  
***EDDS 611: Curriculum & Instructional Support for Special Education***  
***Students***  
**Nadine A. Larkin, Ed.D., Instructor**

**Scoring Guide: Curriculum Unit**

Curriculum Unit Description: Students will develop a self-chosen curriculum unit that will focus on providing differentiated instruction within that unit. The unit must be designed to reflect the three principles of UDL and may be differentiated by the six components of Differentiation.

| <b>Project Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Your Score</b> | <b>Total Score</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| 1. Description of Curriculum <ul style="list-style-type: none"><li>✓ Unit Goals and Objectives<ul style="list-style-type: none"><li>○ Tied to Grade Appropriate Standards, Anchors, or Eligible Content</li><li>○ Include Big Ideas, Concepts, and Competencies</li></ul></li><li>✓ Instructional Strategies using UDL principles and/or Differentiated components – UDL Educators Checklist – Instructional strategies from classmates presentations</li><li>✓ Materials</li><li>✓ Unit Overview</li></ul> |                   | + <b>25.0</b>      |
| 2. Three Lesson Plans from the Unit <ul style="list-style-type: none"><li>✓ Measurable Objectives or Essential Questions</li><li>✓ Procedures that clearly outline UDL/Differentiated components and instructional strategies from classmates presentations</li><li>✓ Materials</li><li>✓ Assessment</li></ul>                                                                                                                                                                                              |                   | + <b>25.0</b>      |
| 5. Typed, spell-checked and presented in an organized format                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | + <b>5.0</b>       |
| <b>TOTAL:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   | + <b>55.0</b>      |