

**EDS 332 Special Education Block:
Adapting Curriculum for Students with Exceptionalities**
Eastern Mennonite University
Spring 2013

Instructor: Kathy Evans

Class Time: Tuesday/Thursday: 9:00-11:30

Office: CC 202

Location: CC 201

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Semester Hours: 4 (3 content, 1 practicum)

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Course Description:

EDS 332 is part of an integrated block of courses for students preparing to be special education teachers. The Special Education Block includes:

EDS 331: Individualized Instruction in the Content Areas for students with exceptionalities

EDS 332: Adapting Curriculum for students with exceptionalities

EDS 333: Medical Issues and Assistive Technology for Individuals with Exceptional Needs

EDS 332 will focus on adapting regular education curriculum to provide an appropriate education to children who are identified as disabled and who access the general education curriculum. The course focuses on developing skills in consultation, case management, and collaboration. Students will develop curriculum and lesson plans based on case studies presented in academic, social, and emotional areas of need. As part of EDS 332, a 30+ hour field/clinical experience requires students to assist general and special education teachers in planning/adapting instructional materials and curriculum for students, based on their specific area(s) of need. Participation in the field experience is dependent upon successful completion of the class-based course requirements and upon satisfactory demonstration of the dispositions necessary for working in a professional manner with elementary school children. Prerequisite: EDS 301 and a cumulative GPA of 2.5 (3 sh content; 1 sh practicum)

Required Texts:

Olson, J., Plat, J.C., & Dieker, L.A. (2008). *Teaching Children and Adolescents with Special Needs*. (5th ed). Upper Saddle River, New Jersey: Merrill Prentice Hall, Inc.

Friend, M. & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals* (5th edition). Boston, MA. Allyn and Bacon

Suggested Journals:

Journal of Learning Disabilities

Teaching Exceptional Children

Exceptional Children

Focus on Exceptional Children

Interventions in School and Clinic

Remedial & Special Education

Journal of Emotional and Behavioral Disorders

Beyond Behavior

Admission to Student Teaching Fair Notice Statement:

The score on the field lessons taught in the practicum for EDS331 and EDS 332 will be used as one data set in the decision to admit you to student teaching; the lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

In addition, the ratings from your cooperating teachers and your professors (EDS331/332 and Literacy Block) on Section E of the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Course Outcomes:

Teaching is a profession that requires certain knowledges, skills, and dispositions in order to be successful. In addition to the course outcomes listed below, we will also work toward developing the learning habits and attitudes that will foster long-term competence as educators and teacher-leaders in schools serving students with particular needs.

The student will evidence:

1. Knowledge of professional practice foundations for educating students with disabilities, including (CEC Standards 1,9,10):
 - a. influence of the family system, culture and environment (CC1K7; CC10K3,4)
 - b. importance of collaboration among educators, paraprofessionals, students, families and community agencies (CC7K5; CC10K1,2,3,4; CC10S1,3,4,5,6,7,8,9,10,11)
 - c. willingness to change attitudes, curriculum, instructional techniques and models of family involvement to accommodate individual needs (CC0K1, CC9S1,2)
 - d. relationship of special education to the organization and function of educational agencies (CC1K3)
 - e. ability to articulate a personal philosophy of special education (CC1S1)
2. Knowledge of the characteristics and development of learners and the impact of individual learning differences in students with disabilities, including (CEC Standards 2,3):
 - a. academic, behavioral, and social characteristics of students identified with exceptionalities (CC2K2)
 - b. impact of the learner’s academic needs, social abilities and attitudes/interests on instruction and the individual’s life (CC3K1)
 - c. differing ways of learning among individuals with exceptional learning needs including those from culturally diverse backgrounds, as well as strategies for addressing those learning differences (CC3K5)
3. Understanding and applying the service delivery, curriculum and instruction of students with disabilities, including (CEC Standards 4,5,6,7,8):

- a. scope and sequence of the general education curriculum and standards of learning (CC7K2,3)
 - b. classroom structure and organization of general education and other instructional settings representing the continuum of special education services (CC4S4)
 - c. alternative ways to teach content material including curriculum adaptation and curriculum modification (CC4S3,4)
 - d. procedures to develop, provide and evaluate instruction consistent with that of nondisabled peers (CC4S1,2,3; CC7S1,3,5-14)
 - e. strategies to promote successful peer integration of students both with and without disabilities (CC4S6; CC5S6)
 - f. use of technology to promote student learning (CC7K4)
 - g. knowledge of curriculum and instructional procedures that include skills in communication processes, selection and use of appropriate materials such as media and technology, and evaluation of pupil performance (CC4S1,2,3,5,6; CC6S2; CC7S6; 8,10,11,12; CC8S1; CC8S8)
4. Skills in consultation, case management, and collaboration, including:
- (A) Coordination of service delivery with related service providers, general educators, and other professionals in collaborative work environments to include:
 - 1. Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;
 - 2. Understanding and assessing the organization and environments of general education classrooms across K-12 setting;
 - 3. Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams;
 - 4. Procedures to collaboratively develop; provide, and evaluate instructional and behavioral plans consistent with students' individual needs;
 - 5. Understanding the roles and responsibilities of each member of the collaborative team; and
 - 6. Application of effective communication strategies with a variety of stakeholders in the collaborative environment.
 - (B) Training, managing, and monitoring paraprofessionals;
 - (C) Involvement of families in the education of their children with disabilities;
5. Use of assessment, evaluation and other information to develop and implement individualized educational programs (IEPs) and group instruction for individuals with learning disabilities, all within the continuum of services. This includes the ability to:
- a. apply development and remedial methodologies that will include cognitive learning strategies, study skills, and accommodations for diverse learning styles
 - b. teach instructional strategies to facilitate integration into various settings (CC4S1)
 - c. ability to integrate academic instruction, effective education and behavior management for individual students or groups of students in order to prevent inappropriate behaviors within the general education classroom.
 - d. ability to plan instruction to be implemented in a variety of settings for individuals with disabilities that cover the scope and sequence of the elementary standards of learning
 - e. implement and monitor IEP specified accommodations within the general education classroom.

Academic Support

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Students Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.

It is my desire to meet the learning needs of all of my students. If you have a specific need, please feel free to let me know and I will work with you to ensure that this learning situation is accommodating. Further, Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Course Requirements:

Along with attendance, class participation, and assigned readings, there are several assignments that contribute to the outcomes of the course. The assignments are designed both to enhance and assess your understanding of the course outcomes. Reading assignments are to be completed prior to the class meeting of the day for which they are assigned. Projects (class and field) are due at the start of class on the day they are assigned.

Please note that none of these assignments can be completed successfully by simply expressing one's opinion or depending on one's experience. Because an essential component of professional behavior is to draw from the **profession's knowledge base**, students will be expected to work from a **scholarly literature base** when they prepare their responses for class activities /assignments. In other words, you must read in order to successfully meet the objectives.

Course Expectations:

1. Professionalism

During the field experience, students are expected to arrive 3 minutes prior to the start of class, to dress appropriately and professionally, and to be fully prepared for any assignments for the day. Prior to the field experience, it is assumed that you will attend, participate, and work in class to create a highly collaborative and professional atmosphere. Be aware of policies and etiquette related to cell phones, etc.; these should not be used during the field placement. At the end of February, before you enter your practicum, consider checking to make sure that your voice message on your cell phone is simple, professional, and contains no music. We will discuss this more prior to going out for the field experience.

2. Attendance, Class Participation, and Assigned Readings (160 points: 10 points per class)

Students are expected to attend all classes except in cases of emergency or department-approved activities. Completions of all reading assignments are expected in order to conduct successful class discussions. Active participation in class discussions and classroom activities are also expected. Class attendance and participation constitute a portion of the final grade and contribute to permission to participate in the field experience. If something comes up and you have to be absent, you should notify me prior to class. If you are going to miss a day of your field experience, you should notify both your cooperating teacher and me as soon as possible. Students are expected to complete all reading/writing assignments and demonstrate thoughtful reflection in written and oral work. All assignments are to be typed unless otherwise indicated and should meet EMU Writing Standards; written assignments not following these guidelines for professionalism will be handed back for revision. Communication is a vital part of teaching and learning; students are expected to regularly check their EMU email accounts throughout the course and the field experience.

3. Paraprofessional Action Plan (60 points)

Students will complete a Paraprofessional Action Plan. This plan will be based on Chapter 3 (Olsen et al., 2008) and the text written by Friend & Cook (2007). After reading assigned pages, students will design an Action Plan to improve the use of paraprofessionals in the general and special education classrooms as they work with students who have exceptional learning needs. This Action Plan should include a chart that clarifies components of the plan, steps for the actions, and possible pitfalls. In addition, the students should include a 3-5 page paper delineating the following:

- Techniques through which teachers can develop effective supervisory/collegial relationships with paraprofessionals

- A plan that ensures paraprofessionals are used in the classroom to enhance the learning of students
- A plan that ensures teachers and paraprofessionals use quality interpersonal communication

This assignment is due **April 5**.

4. Collaborative Curriculum Mapping Project (40 total points)

It is essential to understand and be able to map out the general education curriculum in order to better meet the needs of students with exceptionalities when they are included in the general education setting. Students will work together to develop a six-week curriculum map and one-week map. Each student will write a single lesson plan independently in a content area that could be possibly used in the field placement classroom. You will be given a template for completing this assignment and collaboration is expected. This assignment is due **February 7**.

5. Learning Strategy Lesson (100 Points; Part-One-30, Part-Two-50 & Part-Three-20)

This is a three-part assignment:

Part One: The students will create a lesson plan that focuses on one or more of the effective learning-to-learn strategies discussed in class. The student will use the lesson plan format introduced in EDS 331 for this assignment. As part of the lesson plan, the student will be sure to be intentional as to how the learning strategy(ies) meet the specific needs of the identified learners. The student will turn in the lesson plan to Kathy on **February 19** for feedback.

Part Two: The student will co-plan and co-teach the lesson in the field placement with guidance and with feedback from the cooperating teacher. The lesson should be taught sometime between **March 18** and **April 19** and should support ongoing classroom curriculum. The aim is to have this lesson take place in the general education setting where your students with special needs are included. Ideally, Kathy (or Lori) will be there to observe this lesson. You will turn in the final lesson plan the day you present the lesson.

Part Three: Once the lesson plan has been taught, the student will post-conference with Kathy (or Lori). After the post-conference, the student will write a 1-2 page reflection on the experience. The students will complete a self-evaluation and reflection of the lesson, considering the potential understanding gained by the students, what went well with the lesson, and things you might change next time. The reflection will be due on the day of the final exam.

6. Field Experience

Students will be placed in the field **March 11 – April 19** if they have achieved satisfactory progress in the first portion of the course and demonstrated professional dispositions that are consistent with professional performance in the field. Students are asked to email the cooperating teacher between the dates of **February 7 - 8** to confirm the 'early' field date of **Feb. 18**. Please confirm that the teacher will be able to find a time on **Feb. 18** to go over the expectations of the field placement requirements; if the teacher will not have time to set aside on or about **Feb. 18**, make other arrangements to do so after school prior to **Feb. 18**. Students must complete the required 60 hours of practicum placement to achieve a passing grade in the EDS Special Education Block Courses.

Field Experience: Evaluation

A student must achieve a satisfactory evaluation from the cooperating teacher and have excellent attendance in the field experience in order to receive a grade of a C or better in the three EDS Special Education Block courses.

7. Data Collection and Behavior Support Plan (BSP) (50 points)

Students will choose a child from their field placement classroom by **March 13**. By **March 15**, the EMU practicum student will choose one (maybe two) target behavior(s) (well defined, observable, and measureable) to collect data on for that chosen student. The EMU student will collect data from **March 19 – March 28**. Using collected data, the EMU student will develop a Behavioral Support Plan for the child and turn in a rough draft for feedback due **April 3**. After meeting with Kathy, the EMU student will begin implementation of the BSP on **April 9**. As part of the assignment, the student will implement the plan for two weeks and provide a 1-2 page reflection on its effectiveness or what they might change next time to make the plan more effective. More specific guidelines/rubric will be distributed in class. The student will turn in all notes, data collection sheets, behavior support plan, and the reflection paper on **April 24**. Students will present their plan to the class on **April 24** (as part of the final exam).

8. Journal Reflections (45 Total points; 15 points each)

Students will complete three learning/reflection logs (2 pages for each entry, double spaced, 12 point typed) based on observations and experiences within their field placement. ***To receive full credit, the student must effectively reflect on the questions with strong quality of information/ideas and provide sources/details to support their claims.*** These responses should be complete and in-depth. The following questions should be addressed in the journal:

Entry 1: Classroom Culture – March 22

Describe and evaluate the planning and organization in the classroom. Consider what decisions took place in the beginning of the school year that aids in the effectiveness of the classroom now (be sure to include physical and behavioral environments). Refer to Olsen et al. (2008) Ch. 2 when responding. What policies/procedures do you find most effective? Least effective? (how would you change these?). Since it is not the beginning of the school year, you may need to interview your teacher. Be sure to have pointed questions though.

Entry 2: Instructional Techniques: Collaboration – April 8

Describe and evaluate the instructional environment. What parts of the environment are most effective? Least effective? Describe and evaluate the collaborative process in your classroom among the teachers, paraprofessionals, other teachers, students, parents volunteers, etc. what co-teaching strategies have you observed? What are their strengths in this area? What skills do they need to learn? Support your observations with content gleaned from Olsen et al. (2008) Ch. 3.

Entry 3: Instructional Foundations/Techniques – April 15

Describe and evaluate the amount and types of learning strategies (cognitive) you see in the classroom (be sure to include all curriculum areas.) What types of adaptations to the learning strategies are evident in the classroom? How do they assist the students(s) in 'working around or working through' his/her weakness? Consider the *Learning how to Learn* framework we discussed in class when writing your reflection.

Your journal entries will be evaluated based on the following rubric:

Criterion 1: *All questions are addressed* in an exemplary manner.

Criterion 2: *Examples* of what has occurred within the classroom are given to support your responses. Outstanding critical and creative reflection evidenced in the journal entry.

Criterion 3: *Research and/or best practices cited* to support your reflections. For example, a research statistic is cited, or a theory of instruction learned in coursework is given to support your observation/reflection.

Criterion 4: Follows EMU's guidelines for superior writing.

Grading Scale:

A 94-100

B+ 91-93

B 85-90

C+ 80-84

C 75-80

Learning Strategy Teaching of the Lesson

AT the NOVICE level:	Proficient Demonstration 3	Meets Expectations 2	Does Not Meet Expectations 1	Score
Coherency & Completeness of Lesson	Very cohesive lesson, with all components centered on a concept/skill as identified by the SOL/IEP.	Linkage between all components, focusing on a broad concept or skill.	Weak linkage between the lesson components.	/5
Instructional Objectives/ Outcome	Clearly states/explains to students the lesson purpose (skill, content, or process); outcomes identify what the student will be able to do after instruction. References the SOL and/or IEP.	Partially states the lesson purpose (skill, content, or process).	Information is missing, inaccurate or inappropriate	/5
5b * Student Teaching Admission Rubric: Instructional Objective	3 Competent	2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Instruction	Clear procedures are outlined that include anticipatory set, activation of prior knowledge, step-by-step procedures for instruction, including verbally mediated modeling of skills	Partial coverage of procedures including anticipatory set, activation of prior knowledge, step-by-step procedures for instruction, , including verbally mediated modeling of skills	Incomplete procedures; lesson plan does not outline specifically what the teacher will do in the instruction and/or modeling process.	/5
5b * Student Teaching Admission Rubric: Planning for Instruction	3 Competent	2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Differentiated Instruction	Addresses multiple ways of knowing and	Addresses limited ways of knowing and	Instruction designed without	/5

	learning, extends and adjusts instruction appropriately for all students, addresses cultural/linguistic differences, includes appropriate learning/enhancement strategies.	learning extends and adjusts instruction appropriately for some students.	consideration for individual student learning	
5b * Student Teaching Admission Rubric: Differentiation	3 Competent	2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Closure and Assessment	Assessment matches learning objectives and provides a clear evaluation of what the student has mastered and/or provides an analysis of his errors; closure prepares for tomorrow's lesson.	Assessment partially matches learning objectives; some closure is brought.	Assessment is incomplete or does not occur. Little closure.	/5
5b* Student Teaching Admission Rubric: Aligned Assessment	3 Competent	2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Caring, Professional Presentation	Voice is clearly audible, and initiative is taken during the lesson; caring environment is established.	Presentation is clear and lesson is carried out to completion.	Voice is unclear; lack of confidence and ability to complete the lesson.	/5
Total				/30

Comments:

* Data marked with an asterisk is reported to the Teacher Education Admissions Committee and considered as part of the data set for Admission to Student Teaching.

**EDS 332
Written Lesson Plan Rubric**

Lesson Plan Component	Possible Score	Comments
Introduction and Student Outcomes	/2	
Objectives (Observable, measurable, and well-defined)	/3	
Pre-Requisite Skills	/2	
Task-Analysis of Learning Objectives	/3	
Materials Used for Instruction/Preparation	/2	
Procedures	/6	
Evaluation and Assessment	/2	
Total Possible Points	/20	

TENTATIVE COURSE SCHEDULE:

All reading assignments are to be read prior to class in order for meaningful dialogue to take place. Required textbook readings are listed in plain manuscript. Additional assigned readings will be in italics and can be found either on blackboard, on reserve, or handed out in class. Project assignments are in bold. See Course Calendar for Course Schedule



PROFILE OF PERFORMANCE: EDS 331-333 SPECIAL EDUCATION BLOCK

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
CEC 4, 7. Individualizes instruction according to student need.				
CEC 7 Uses task analysis to maximize learning.				
CEC 10 Collaborates for assessing student needs and for planning and instruction.				

D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				
E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching