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RHODE ISLAND COLLEGE  
Feinstein School of Education and Human Development  
Department of Special Education  
SPED 412

ASSESSMENT, CURRICULUM AND METHODOLOGY FOR CHILDREN WITH MILD/MODERATE  
DISABILITIES AT THE ELEMENTARY AND  
MIDDLE SCHOOL LEVELS

**Course Information**

Catalog Course Description:

Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. An assigned practicum is included. (4 credit hours) Prerequisite: SPED 300,310, 312, and admission to the special education teacher preparation program.

Extended Course Description:

This is the basic curriculum and methods course in the teacher candidate's preparation program resulting in certification as an elementary/middle school teacher of students with mild/moderate disabilities. Students generally served by teacher candidates in this course meet eligibility requirements for special education under the categories of learning disabilities, emotional/behavioral disorders, attention deficit hyperactivity disorder, or mild/moderate mental retardation. Teacher candidates acquire skills in curriculum based assessment procedures in major academic areas and in the translation of data into instructional procedures specific to each student's present level of performance and learning style. Curriculum models used in special education settings are presented and discussed.

A thirty-hour practicum experience is required for this course. During practicum teacher candidates conduct assessments leading to the development of an Individual Education Plan (IEP) in two academic areas. Students then plan, teach and reflect two lessons demonstrating understanding of basic principles of instruction and associated reflection procedures. The importance of observable and measurable lesson objectives, data driven instruction and systematic monitoring of student progress are emphasized.

Relationship to Professional Program:

This course is taken the semester prior to student teaching and is designed to provide teacher candidates with knowledge and skills related to curriculum and methods appropriate for elementary/middle school students with mild/moderate disabilities. The course integrates content from the core courses into a meaningful whole and provides teacher candidates with critical information and skills necessary for a successful student teaching experience in special education. Inclusion of the course is required for State of Rhode Island Teacher Certification as an elementary/middle school level special education teacher.

Relationship to Conceptual Framework and FSEHD:

Teacher candidates are required to demonstrate Knowledge of the RIC Teacher Education Conceptual Framework throughout the course. Requirements include the use of criterion and curriculum based assessment procedures in the development of an IEP for a student with mild/moderate disabilities. Teacher candidates develop an IEP, lessons designed to accomplish specified objectives, and a system for monitoring

individual student progress. Teacher candidates are directed to engage in detailed planning, careful implementation and systematic reflection specific to each component of the IEP process. Technology is infused throughout the course specific to assessment, program planning, instruction, and program monitoring as applicable to students with special needs.

Consideration of special education approaches and practices in other countries is included within the context of diversity and multicultural issues. The extent to which these concepts impact upon curriculum and methods in special education in this country is explored resulting in greater understanding of the complexities of effectively educating students with disabilities.

Required Text:

Polloway, E. A., Patton, J. R., & Serna, L. (2008). *Strategies for teaching learners with special needs* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

**Relationship to the Feinstein School of Education and Human Development (FSEHD) Advanced Standards:**

KNOWLEDGE: Human Development and Learning, Contexts of Schooling, and Area of Specialization

PEDEGOGY: Theory and Practice of Teaching and learning, Instructional Use of Technology and Assessment as an Aid to Practice

DIVERSITY: Cultural Diversity and Multicultural Education and Special Needs and Inclusion

PROFESSIONALISM: Professional Ethics and Professional Development

**Relationship to the Rhode Island Professional Teaching Standards (RIPTS):**

- Standard #1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
- Standard #2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.
- Standard #3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard #4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard #5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard #6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- Standard #7: Teachers foster collaborative relationships with colleagues and families to support students' learning.
- Standard #8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard #9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of student to determine the impact of instruction on learning, to provide positive feedback, and to plan future instruction.

Standard #10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard #11: Teachers maintain professional standards guided by legal and ethical principles.

### **Relationship to the Council for Exceptional Children (CEC) General Education Curricula (IGC)**

#### **Standards:**

Standard 4: Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with mild/moderate disabilities. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with mild/moderate disabilities, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard 7: Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8: Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with mild/moderate disabilities, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with mild/moderate disabilities. Special

educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with mild/moderate disabilities in general and special curricula. Special educators use appropriate technologies to support their assessments.

### **Course Outcomes**

1. Demonstrate understanding of a reflective approach to professional practice. (Practice: Reflective Problem-Solving, Diversity: Individual Differences and Cultural Diversity, Professionalism: Professional Development; RIPTS 10, 11)
2. Demonstrate knowledge of current curricula and developmental and clinical methods appropriate for children with mild/moderate disabilities at the elementary/middle school levels in the academic areas. (Knowledge: Domain-Specific Knowledge; RIPTS 1, 2, 6; CEC 4)
3. Demonstrate the ability to make appropriate accommodations and/or modifications in instructional materials whenever indicated, based on formal and informal assessment data. (Practice: Professional Practice, Diversity: Individual Differences and Cultural Diversity; RIPTS 4, 6; CEC 4, 8)
4. Demonstrate the ability to use clinical information and assessment data in the development of the IEP, particularly in developing short-term objectives and annual goals. (Practice: Professional Practice; RIPTS 4, 9; CEC 8)
5. Demonstrate the ability to plan and implement appropriate lessons and activities based on knowledge of cultural diversity in the general and special education classroom settings. (Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; RIPTS 4, 6, 7 ; CEC 4, 7)
6. Demonstrate the ability to use critical thinking skills and reflection in developing instructional plans, objectives and learning activities that provide flexibility in responding to individual and group needs of culturally-linguistically diverse students. (Practice: Reflective Problem-Solving; RIPTS 4, 6, 10; CEC 7)
7. Demonstrate the ability to observe a student and subsequently select appropriate measures designed to assess observed strengths and needs, and plan lessons and activities based on this information. (Practice: Professional Practice; RIPTS 2, 6, 9; CEC 7, 8)
8. Demonstrate the ability to plan a series of lessons/experiences designed to assist an individual, small or large group in acquiring and retaining a specific skill or concept. (Practice: Professional Practice; RIPTS 2,3; CEC 7)
9. Demonstrate the ability to incorporate technological aides and advances in the delivery of services to children with mild/moderate disabilities at the elementary/middle school levels. (Practice: Technology Use; RIPTS 2, 8; CEC 7, 8)
10. Demonstrate the ability to assess oral and written language communication skills and plan appropriate remedial activities to foster their development. (Practice: Communication & Expression, Practice: Professional Practice; RIPTS 3, 9; CEC 7, 8)
11. Demonstrate the ability to apply a variety of approaches for teaching the curricula areas; including reading, language arts, mathematics, science and social studies to facilitate the placement of children

with mild/moderate disabilities at the elementary/middle school levels in the least restrictive environment. (Practice: Professional Practice; RIPTS 2, 3, 5, 7; CEC 4, 7)

**Course Requirements**

1. Text and additional readings as assigned (Course Outcomes 1-11)
2. Class participation and attendance (Course Outcomes 1-11)
3. Curriculum Modification Project/Practicum (Course Outcomes 1-11)  
 This requirement consists of a supervised practicum and a curriculum modification project. The teacher candidate is responsible for completing a 30-hour field work experience designed to explore various aspects of educational programs for elementary level students with mild/moderate disabilities is required. Teacher candidates are required to develop a Curriculum Modification Project with three components: Learning Goals (IEP), Assessment Plan, and Design for Instruction. Practicum performance will be evaluated by the cooperating teachers and course instructor for onsite performance.
4. Examinations (Course Outcomes 2, 3, 9, 10, 11)  
 Midterm and Final examinations based upon assigned readings, text, and class discussions.
5. Class Presentation (Course Outcomes 2, 11)  
 Small groups 2 or 3 students, approximately 30 minutes. Select a specific method for teaching elementary or middle school level students with mild/moderate disabilities as observed during the practicum. Describe/explain the method with appropriate examples. Provide a one-page handout for future reference.

**STANDARDS:**

Assignments	RIPTS	CEC Standards	Conceptual Framework	Advanced Competencies
30-Hour Curriculum Modification Project/Practicum	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	4, 7, 8	Planning, Action, Reflection KNOWLEDGE: Contexts of Schooling PEDAGOGY: Theory and Practice of Teaching and Learning PEDAGOGY: Instructional Uses of Technology PEDAGOGY: Assessment as an Aid to Practice DIVERSITY: Cultural Diversity and Multicultural Education DIVERSITY: Special	KNOWLEDGE: Domain-Specific Knowledge KNOWLEDGE: Technology Knowledge PRACTICE: Communication and Expression PRACTICE: Reflective Problem-Solving PRACTICE: Professional Practice DIVERSITY: Individual Differences and Cultural Diversity PROFESSIONALISM: Professional Ethics

			Needs and Inclusion PROFESSIONALIS: Professional Ethics	PROFESSIONALISM: Collaboration
Examinations	1, 2, 3, 10	4, 7, 8	KNOWLEDGE: Human Learning and Development KNOWLEDGE: Context of Schooling KNOWLEGDE: Area of Specialization	KNOWLEDGE: Metacognitive Knowledge KNOWLEDGE: Domain-Specific Knowledge
Presentations	1, 2, 10	4	KNOWLEDGE: Area of Specialization PROFESSIONALISM: Professional Development	KNOWLEDGE: Domain-Specific Knowledge PRACTICE: Professional Practice PRACTICE: Technology Use PROFESSIONALISM: Collaboration

### Course Evaluation

#### Curriculum Modification Project (Course Artifact)

a. Learning Goals (IEP)	20%
b. Assessment Plan	10%
c. Design for Instruction	15%
Midterm Exam	15%
Final Exam	15%
Presentation	5%
Practicum Performance	10%
Class Participation and Attendance	10%

### Course Grading

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	59

### Policies

- Assignments to be submitted on due date. The grade for a late assignment will be lowered 5 points per day for each day it is late. Exceptions will be considered on a case-by-case basis.
- A minimum grade of B- in this course is required for continuation in the Special Education teacher

preparation program. A lower grade will result in retaking the course. In addition, a grade of B- or better (i.e. Meets Standard) is required on the TCMWS (the course artifact) for submission in your Preparing to Teach portfolio.

- Students will have one opportunity to revise any component of the TCMWS that does not meet standard. The final grade for the assignment will be an average of points derived from the first and second submissions and will not be graded above an 85 (B).
- Once a schedule is formalized with your cooperating teacher at the practicum site, you are expected to adhere to the agreed upon arrange. In addition, please be aware that unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate's dismissal from preparation for teacher licensure.
- All interactions in this course will be respectful of the confidentiality of the students, teachers and families discussed. In addition, teacher candidates are expected to use of person first language.
- Choose the vibrate-only option or turn off cell phones, pages, etc. before class. Please refrain from texting or surfing the Internet during class time.
- Both Blackboard and your RIC email account will be utilized for class communication. The College is now using your RIC email account as an official form of communication with you. Please check your RIC email regularly. NOTE: You may forward your RIC email to another email account, but you are responsible for ensuring that this forwarding functions properly. For help go to: <http://www.ric.edu/USS/ForwardYourEmail>

### Internet Resources

Council for Exceptional Children

Education World

National Center on Response to Intervention

National Institute for Direct Instruction

Rhode Island Department of Education

Rhode Island Parent Information Network

Rhode Island Technical Assistance Project (RITAP)

The Sherlock Center

Universal Design for Learning:

US Department of Education, Office of Special Education:

<http://www.ed.gov/offices/OSERS/OSEP/index.html>

<http://www.cec.sped.org/>

<http://educationworld.com>

[www.rti4success.org](http://www.rti4success.org)

<http://www.nifdi.org>

<http://www.ridoe.net/>

[www.ripin.org](http://www.ripin.org)

<http://www.ritap.org>

[www.ric.edu/sherlockcenter](http://www.ric.edu/sherlockcenter)

<http://www.cast.org/udl/>

### **3.9 ACADEMIC STANDARDS**

#### **3.9.1 Academic Dishonesty**

*(As amended by the Council of Rhode Island College – 11/07/08)*

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

**(a) Examples of Academic Dishonesty include (but are not limited to):**

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

- ii. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

- iii. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

**(b) Faculty Role**

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

**Some often-used penalties include:**

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

**GRADING POLICIES**

- Grading will be based on content provided, clarity of expression, and presentation of information.
- Professionalism counts in grading. It is **HIGHLY** advisable to use a spelling and grammar tool prior to paper submission.
- Students are expected to attend class regularly and adhere to the college policy on Academic Honesty.

**Dispositions/Performance Consistent with the Special Education Teaching Profession** will be evaluated. Student performance inconsistent with the teaching profession will be documented on the Special Education Department Retention Form. Unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate's dismissal from preparation for teacher licensure.



### **3.13 ATTENDANCE REGULATIONS**

#### **3.13.1 Student Attendance**

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester instructors will distribute a syllabus which may include attendance and/or class participation as a component of the course grade. Students who incur absences must take the initiative in determining from the instructor what work can be made up. Students with off-campus commitments (such as practicum, clinical, student teaching, internships, etc.) should comply with the following procedures in the event of absences:

- (a) Student Teaching: notify coordinator of student teaching and cooperating teacher, as soon as possible.
- (b) Others: notify off-campus supervisor and college instructor as soon as possible.

*All students who incur an extended absence (five consecutive days or more) should call the Office of Student Life so that a notice (not an excuse) can be sent to instructors.” (p. 44)*

**Note to Students with Disabilities:** If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA), and you require accommodations for this class, you must first contact the Disability Services Office. Students are assured that only their accommodation needs will be shared with their professor; and that all other information/documentation (including your diagnosis) is held in strict confidence by the Disability Services staff. Once a Request for Reasonable Accommodation form is obtained from Disability Services, you should then make an appointment with me to give me the form and to discuss your accommodation needs.

Contact information for Disability Services: Craig Lee 127 Voice: 401-456-8061

For Deaf and Hard of Hearing: TTY/TDD via RI Relay: 1-800-745-5555.